

Pedagogy for Undergraduate Entrepreneurship Development at Hat Yai University

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BBA (Hat Yai University)

A research project submitted in partial fulfilment of the requirements of the
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ABSTRACT

This research project develops pedagogy for teaching entrepreneurship to undergraduate students in the Faculty of Business at Hat Yai University, Songkhla Province, Thailand. The research is premised on the need to promote entrepreneurship in Thailand in order to spur economic development despite aspects of Thai culture that inhibit entrepreneurship. Literature reviewed in this dissertation identifies several key issues for entrepreneurship pedagogy in Thailand including the overwhelming reliance of the Thai education system on rote-learning, in contrast to the learner-centred, experiential pedagogy that is central to entrepreneurship education; the insular, mono-disciplinary ethos dominant in Thai universities that inhibits a global, entrepreneurial outlook; and the existence of a highly entrepreneurial sub-culture within Thai society, namely the Sino-Thai minority.

Qualitative research involving interviews with key stakeholders (students and lecturers at Hat Yai University and both Thai and Sino-Thai entrepreneurs) is conducted to investigate the suitability of four pedagogical methodologies for entrepreneurship education in the Thai cultural context - the Case Study Method, Problem-Based Learning, Simulation Games, and Local Community Involvement - as a foundation for culturally appropriate entrepreneurship pedagogy that addresses the key issues. The significance of Sino-Thai culture for Thai entrepreneurship

education and the orientation of the university with regard to entrepreneurship are also investigated. The research finds that each of the four pedagogical methodologies, despite potential cultural barriers to implementation, possesses complementary advantages in the Thai cultural context. The significance of Sino-Thai culture for entrepreneurship in Thailand is confirmed, as is the need for a substantial effort to overcome traditions of rote learning in order to create a student-centred, globally-oriented entrepreneurship course. The dissertation concludes by outlining pedagogy for entrepreneurship education at Hat Yai University based on these findings.

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DECLARATION

I certify that this research project has not already been submitted of a higher degree to any other university or institution. I also certify that any help received in preparing this research project, and all sources used, have been acknowledged in this research project.

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Atchadison Moolmek

CHAPTER 1

THE SIGNIFICANCE OF THE RESEARCH TOPIC

This research project concerns pedagogy for developing entrepreneurship in undergraduate students in Thailand, with the Faculty of Business at Hat Yai University, Songkhla Province, Thailand serving as an exemplar case. The topic is embedded in the research question *“How might entrepreneurship be taught to undergraduate students in Thailand and how might specific entrepreneurship pedagogy be implemented at the Faculty of Business, Hat Yai University?”*

The research topic is premised on two significant issues: the role of entrepreneurship in economic development; and cultural concepts of entrepreneurship. It is argued that these issues with particular reference to Thailand underpin the importance of defining pedagogy for undergraduate entrepreneurship education at Hat Yai University as an exemplar of how entrepreneurship education might be effectively implemented in Thailand. This Chapter examines these two issues in the context of Thailand in order to establish the significance of the research topic.

Chapter 1 introduces the research topic and verifies its significance. In particular, the chapter establishes the research context by providing

evidence for the importance of entrepreneurship as a factor in economic development, for the necessity for entrepreneurship development in Thailand in order to maintain the competitiveness of the Thai economy, and for the significance of cultural differences in producing differential entrepreneurial outcomes among ethnic groups.

Chapter 2 reviews literature relevant to the nature of entrepreneurship, defined in terms of Schumpeterian innovation, and its relation to cultural mores, with particular reference to the Sino-Thai minority in Thailand; to the pedagogy and global outlook of Thai universities and factors that may be impeding them in contributing effectively to the Thai economy; and to entrepreneurship pedagogy with particular reference to four learner-centred pedagogical methods, namely Problem-Based Learning, the Case Study Method, Simulation Games, and Local Community Involvement.

Chapter 3 details the qualitative methodology employed in this research, a “generic” (Merriam 1998) qualitative methodology combining aspects of grounded theory, case study methodology, and ethnography. It outlines the sampling method for selection of stakeholders for participation in the research, the interviewing technique and interview questions employed, and the iterative and reflexive manner in which the research data was analysed.

Chapter 4 summarises the research results and compares them to the findings of the literature review in Chapter 2. Key findings include significant

differences between Sino-Thai and native Thai respondents with regard to cultural attitudes towards entrepreneurship; a generally positive response to the learner-centred pedagogical techniques detailed in Chapter 2; and endorsement by participants of the responsibility of Thai universities to foster economic development and entrepreneurship.

Chapter 5 synthesises the research results presented in Chapter 4 by evaluating aspects of entrepreneurship pedagogy in the context of Thai and Sino-Thai culture. These results are presented in the form of a matrix, from which conclusions for the design and implementation of entrepreneurship pedagogy in a Thai socio-cultural context and a strategy for its implementation at Hat Yai University are derived.

Chapter 6 presents a proposed pedagogy for entrepreneurship education at Hat Yai University based on the synthesis presented in Chapter 5. It outlines pedagogical aims, expected learning outcomes, pedagogical methods, assessment methodology, course structure, for a learner-centred entrepreneurship pedagogy incorporating the four pedagogical methods detailed in Chapter 2 as well as aspects of more traditional approaches.

1.1 Definitions

The following definitions apply in this research project:

1.1.1 Entrepreneurship

The following definition draws mainly on Schumpeter's (1934) conceptualisation of entrepreneurship as a source of "*creative destruction*" but also incorporates the notion of "*intrapreneurship*" as elaborated by Hisrich and Antoncic (2003):

Entrepreneurship is the process of identifying or creating new business opportunities and exploiting them in a creative and innovative way. It can involve creating new products or services, creating new methods of production, distribution, or marketing, or identifying and exploiting new markets or sources of business inputs. This typically involves establishing a new small business, but it can also be practised by managers or owners of existing businesses or by managers in charge of a department within a business (intrapreneurship) by charging them to take advantage of a new opportunity that has been identified or created.

1.1.2 Culture

A key term in definitions of culture (see Olie 1995, who discusses a number of different definitions for culture) is the word "*programming*". Hence:

Culture is the result of a slow process of growing into a society society both

through interaction with peers and family and through explicit institutional indoctrination which includes:

- learning values (dominant beliefs and attitudes),
- partaking of rituals (collective activities),
- modelling against heroes (role models), and
- understanding symbols (myths, legends, dress, jargon, lingo...)

These ingredients of culture are acquired from birth from sources including family, school, religion, workplace, friends, television, newspapers and books (Jones 2007).

1.2 Socio-economic factors contributing to the need for entrepreneurship education

A number of factors impinge upon the socio-economic well-being of Thailand. These include slow economic growth, continued political unrest post-2004, catastrophic flooding in 2011, and a lack of economic competitiveness and innovation. Collectively, these factors demand a strategy to tackle the slow economic growth of Thailand, of which entrepreneurship education might be an appropriate ingredient (Batabyal & Nijkamp 2012).

1.2.1 Slow economic growth

Thailand is a middle-income country with a Gross National Income (GNI) per capita of US\$4210. The World Bank has recently revised Thailand's income bracket classification from lower-middle income to upper-middle income (World Bank 2011d). The Thai economy maintains a positive balance of trade and is strongly export-oriented, with a total value of exports in 2010 of US\$193.7 billion, totalling 61% of GDP (World Bank 2011c). The growing manufacturing sector is now the largest component of the Thai economy, accounting for 45.6% of GDP and 17.9% of the labour force. Services, including the tourism sector (6% of GDP), account for 44% of GDP and 37.9% of the labour force (Economywatch 2010). Agriculture, although accounting for over 40% of the labour force, contributes only 12% of GDP (US Department of State 2011). Despite Thailand's impressive history of economic growth and very low unemployment rate of 1.2% (World Bank 2011e), a large number of Thais live in poverty. On average, 27% of the population subsisted on less than \$2 a day from 2000 to 2009 (Population Reference Bureau 2011).

Thailand's current status as an upper-middle income country is a substantial achievement given its impoverished state half a century ago. According to World Bank (2011e) data, Thailand experienced a high and stable annual growth rate averaging 7.7% from 1961 to 1996 and a sustained boom from 1987 to 1996 with an average of 9.5% annual growth.

This high-growth period was followed by a severe economic crash in 1997, and the Thai economy contracted by 10.5% in 1998. By 1999 the economy had recovered, expanding at 4.4% per annum. However, the high growth of previous years was not regained, and from 1999 to 2010 the Thai economy expanded at the disappointingly lower average growth rate of 4.4% per annum. Although this rate of expansion may seem healthy, a comparison with other countries at a similar level of economic development to Thailand shows that a higher rate of growth should have been achievable.

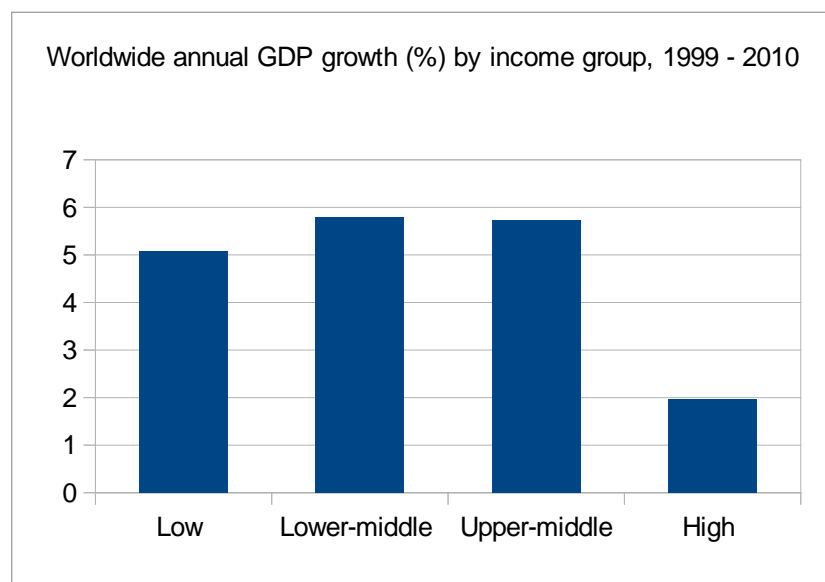


Figure 1.1

Worldwide annual GDP growth (%) by income group, 1999 – 2010

Income groups are determined by the World Bank's (2011b) country classifications as follows:

- **Low income:** \$1,025 or less;
- **Lower middle income:** \$1,026 - \$4,035;
- **Upper middle income:** \$4,036 - \$12,475;
- **High income:** \$12,476 or greater.

Source: Data obtained from the World Bank's online database (World Bank 2011e.)

Figure 1.1 displays worldwide average GDP growth by national GNI groupings between 1999 and 2010. Thailand's average rate of growth of 4.4% between 1999 and 2010 was significantly lower than the average 5.7% of other upper-middle income countries.

More recently, the 2008 global financial crisis contributed to a substantial contraction in exports (8.9% in the fourth quarter of 2008, for example) and led to a recession (Verghis 2009). In 2009, Thailand's economy contracted by 2.3% (World Bank 2011b). The recession was particularly difficult for small-to-medium-sized businesses since it led to the monopolisation of domestic sources of credit by large industries (Verghis 2009). However, Thailand's financial exposure was limited (Verghis 2009), and like most other developing countries in South-East Asia, its economy swiftly recovered. GDP growth rebounded to 7.8% in 2010 (World Bank 2011b) and although it fell again to 0.1% in 2011, is expected to reach approximately 5% in 2012 (Office of the National Economic and Social Development Board [ONESDB] 2012).

Hence, Thailand's economy has been adversely impacted by both the 1997 and the 2008 global financial crises.

1.2.2 Continued political unrest post-2004

Thailand has been politically unstable for most of its modern history. Since 1932, there have been eleven coups and eighteen new constitutions (Johnston 2010). After a relatively stable period of democratic order following 1992 (Pongsudhirak 2008), political violence and instability have become increasingly prevalent since 2004. The World Bank (2011f) ranking of peace and political stability in Thailand declined from the 60th percentile in 2002 to the 13th percentile in 2010.

In 2004, a separatist insurgency began in the predominantly ethnic Malay southern provinces of Yala, Pattani and Narathiwat and in parts of neighbouring Songkhla province. Amnesty International (2011) reports that nearly 5,000 people have been killed since 2004, the majority of whom have been civilians; that terrorism on the part of separatist groups has provoked a heavy-handed government response that has included forced disappearances, torture, and extrajudicial executions; and that the insurgency has resulted in widespread disruption to the educational and economic activities of the southern provinces and in the internal displacement of hundreds of thousands of people. Since 2004, more than 200,000 refugees from the ethnic Malay provinces have settled in Hat Yai, the capital of Songkhla province, causing the city's population to double in size (Boonchote 2011).

Since 2006, Thailand has also experienced ongoing political instability characterised by mass demonstrations, violence, and political polarisation.

In September 2006, a military coup, supported by mass demonstrations organised by the People's Alliance for Democracy (the so-called "*yellow-shirts*", an alliance of middle-class and establishment forces) deposed the corrupt populist prime minister Thaksin Shinawatra (Phongpaichit & Baker 2008). After the subsequent electoral victory of a pro-Thaksin party, a long series of militant yellow-shirt demonstrations culminated in the forced closure of Suvarnabhumi International Airport for eight days in late 2008, causing severe damage to the tourism industry (Camparinon et al. 2011). The Supreme Court of Justice, in a move that demonstrated the increasing politicisation of the Thai judicial system, responded by deposing two successive pro-Thaksin prime ministers (Hewison 2010).

In response to these developments, tens of thousands of pro-Thaksin supporters (the so-called "*red-shirts*", mostly composed of workers and farmers from the north and north-east who had benefited from Thaksin's pro-poor reforms) occupied parts of central Bangkok between March and May 2010 (Johnston 2010). These protests were eventually met with a government crackdown that led to approximately 90 deaths (Nguyen & Teso 2011).

The political instability has recently begun to ease. Early elections called in response to the 2010 demonstrations resulted in the overwhelming victory of the pro-Thaksin Pheu Thai party in July 2011, a result that seems likely to generate a degree of political stability – the Thai stock market rose by

4.7% in one day on news of the outcome (Nguyen & Teso 2011). Yellow-shirt demonstrations attracted few supporters, and army representatives have promised not to interfere in the political process (International Institute for Strategic Studies 2011). Nevertheless, Thailand remains politically polarised and vulnerable to further instability.

Political instability in Thailand has had a major impact on the Thai economy. The insurgency has caused major economic disruption in the southern provinces. The 2008 protests resulted in an estimated \$US8.3 billion dollars in damage to the Thai economy – approximately 3% of GDP (Yuthamanop 2009). The 2010 protests are estimated to have caused around \$3 billion dollars in economic damage (Jittapong & Kultawanich 2010). It is also likely that the uncertainty resulting from political instability will deter future investment in Thailand (Barta & Frangos 2010). Indeed, political instability was the most highly cited obstacle to doing business in Thailand among respondents to a World Economic Forum (WEF) survey (2011).

1.2.3 Catastrophic flooding in 2011

Thailand's economy has also suffered from the effects of catastrophic flooding in 2011. Sixty-four of Thailand's seventy-seven provinces were inundated, causing up to \$US45 billion in damages (AON Benfield 2011) and reducing GDP growth in 2011 from the projected figure of 3.5%-4% to

approximately 0.1% (ONESDP 2012). Thai agriculture and manufacturing have been severely affected. Thai farmers have lost about a quarter of their rice crop and much of the seed for next year's crop, exacerbating rural poverty (Phoonphongphiphat 2011). High-technology industries such as hard-drive and automotive manufacturing have suffered severe flood damage, and these industries may struggle to attract future investment as investors seek to diversify their portfolios in response to a greater perceived risk involved in investing in Thailand (Fuller 2011).

1.2.4 A Lack of economic competitiveness and innovation

Current projections for Thailand's economic growth suggest that although Thailand may have recovered from the financial shocks it has received over the last fifteen years, it is unlikely to regain its previous momentum soon. Projected growth rates for 2012 and 2013 are 4.5% and 5.0% respectively (IMF 2011). The export orientation of Thailand's economy is a source of dynamism but also makes Thailand vulnerable to external events. The Tohoku earthquake in Japan, for example, led to a contraction in GDP in the second quarter of 2011 as demand for automotive parts plummeted (World Bank 2011c). Thailand's vulnerability to external events is exacerbated by the high energy and oil intensity of its economy in an era of rising energy prices (Gil Sander & Bugard 2011). Like other export-dependent countries in the East Asian region, Thailand's growth will be retarded by the slow growth of the developing countries (World Bank

2011c) and by loss of investment confidence following the recent financial crisis (Warr 2011) and the 2011 floods. When crises hit, innovation declines.

In addition to external impediments to growth, Thailand faces challenges posed by its declining economic competitiveness. Thailand's world competitiveness ranking, as calculated by the World Economic Forum, has fallen from 28th in 2007 (WEF 2008) to 39th in 2011 despite its efficient labour markets and good macroeconomic position (WEF 2011). Thailand's previous development has followed a path that Walsh (2010) characterises as the "*East Asian Economic Model*", a strategy of attracting foreign investment through abundant, cheap labour involving the promotion of traditional authoritarian cultural norms through the education system and the media in order to ensure an obedient, efficient workforce. This model is now challenged by the ageing of the workforce as a result of Thailand's demographic transition, by the rise of regional competitors such as Vietnam and China following a similar model (Walsh 2010), and by pressure on wages caused by the rising political assertiveness of lower-class Thais, demonstrated by competing promises to boost the minimum wage made by political parties during the 2011 election campaign (Hookway 2011).

The impact of Thailand's embrace of the East Asian Economic Model on the structure of the Thai economy is evident in the slow growth of Total Factor Productivity (TFP) in Thailand. Growth in TFP is closely linked to technological advances and innovation and is necessary for sustainable

long-term economic growth (Comin 2008). According to Warr (2011), 70% of Thailand's 1981-2002 economic growth was due to the expansion of capital stock and only 10% to TFP growth. Moreover, the growth in TFP was driven mostly by improvements to agricultural processes and a shift from agriculture to the more capital-efficient services and manufacturing sectors. In fact, the TFP of the manufacturing and services industries actually declined slightly over this period (Warr 2011).

In order to regain pre-crisis growth rates, Thailand needs to double the contribution of TFP to economic growth (World Bank 2011c). This process can no longer rely simply on the shift from agriculture given agriculture's diminished contribution to Thailand's GDP. Instead, a greater pace of technological change and innovation are required.

Despite the necessity of switching to a mode of production in which innovation plays a major role, the current pace of innovation in Thailand is very slow. According to the World Economic Forum Global Survey of Business Conditions (2011), Thailand's overall competitiveness is ranked at 39, but its innovation-related rankings are much lower: technological readiness is ranked at 84, capacity for innovation at 56, firm-level technology absorption at 75, and the "*nature of competitive advantage*", the degree to which business competitiveness is based on unique processes or products, at 78.

Thailand's declining competitiveness is a symptom of its vulnerability to the middle-income trap in common with other middle-income East-Asian economies (World Bank 2010). Succumbing to the middle-income trap is not inevitable, as Korea and Japan have demonstrated, but it is a common phenomenon in emerging economies (Griffith 2011). Economies in such a trap are:

“[u]nable to remain competitive as high-volume, low-cost producers, yet unable to move up the value chain and achieve rapid growth by breaking into fast-growing markets for knowledge- and innovation-based products and services.”

(Nehru 2010, pp. 340-341)

Escaping this trap requires both continued investment and an environment conducive to innovation and entrepreneurship (World Bank 2010). Thailand's investment levels, however, are threatened by a decline in investor confidence (Nehru 2010) and its economy is still dominated by a low value-added mode of production dependent on cheap labour rather than on innovation.

1.3 Entrepreneurship and economic development

The four above-mentioned factors of slow economic growth, continued political unrest, catastrophic flooding in 2011, and a lack of economic

competitiveness and innovation suggest that entrepreneurship has been neither abundant nor successful in Thailand. Indeed, the stagnation in TFP and consequent fall in the rate of economic growth in Thailand is a significant concern given the lack of political and social cohesion in Thailand, the rising expectations among the public regarding higher living standards reflected in the demands of red-shirt protesters, and the still urgent need for poverty reduction. However, the economic challenges faced by Thailand might be alleviated by the development of effective entrepreneurship as defined in Section 1.1 above.

Schumpeter (1942) theorised that entrepreneurship plays an essential role in raising the efficiency of economic production through a process of “*creative destruction*” in which the activity of innovative new firms both compels established firms to attempt to replicate the entrepreneurs’ productivity improvements and to reallocate the resources of those firms that cannot do so. Although Schumpeter correctly forecast a trend towards increasing corporatism and decreasing entrepreneurship in the western economies in the middle decades of the twentieth century, Carree and Thurik (2010) note that this trend began to reverse itself in the mid-1970s as a result of the rise of disruptive technologies including personal computers and biotechnology, the increasing importance of the service industry, and a rising demand for product diversity. Carree and Thurik contend that these forces have introduced a new world economic order dominated by the influence of entrepreneurs in which less entrepreneurial

economies struggle to compete. This shift has triggered a transition in Western economic policies from Keynesian welfare to Schumpeterian workfare:

“In the Schumpeterian workfare state, the outcomes of abstraction and material production are no longer mediated by welfare and other progressive policies as existed in the Keynesian welfare state... but by entrepreneurial competition. Schumpeterian workfare is predicated on the premise that entrepreneurs create technical and financial innovations in the face of falling profits and that these spurts of activity generate economic growth.” (Graham 2005, p.12)

Essentially, Schumpeterian workfare involves the generation of innovation and its diffusion by way of entrepreneurship. A central characteristic of the emergence of Schumpeter's entrepreneurial economy has been the role of entrepreneurial firms in the transfer of knowledge from the domain of knowledge producers into the economic domain (Carlsson et al. 2009). Indeed, the slow growth of many countries with high research and development expenditure suggests that knowledge generation does not generate significant economic growth without entrepreneurship (Acs et al. 2011). Conversely, Audretsch and Keilbach (2004) cite the explosive growth of Silicon Valley as an example of how an environment conducive to entrepreneurship can transform knowledge-based industries. Agarwal et al.

(2008) propose that the role of entrepreneurial firms in the commercialisation of underutilised knowledge can lead to a cycle of “*creative construction*” in which knowledge is transferred between established and new firms, boosting employment and revitalising the economy.

Carree and Thurik (2010) review the evidence of the link between entrepreneurship and economic growth at both the firm and regional levels. They find that a positive correlation between firm growth and entrepreneurship is firmly established but that the evidence for the effect of entrepreneurship on regional growth is more mixed. Nevertheless, they note that more recent studies provide strong support for a positive correlation between entrepreneurship and regional growth and suggest that this correlation reflects the increasing role of entrepreneurship in modern economies. More recent cross-regional studies in the USA (Hafer 2011) and in the Netherlands (Bosma et al. 2011) support this conclusion.

At the national level, Acs et al. (2011) found a strong correlation between entrepreneurship and economic growth in a survey of eighteen countries, while Erken et al. (2008) found that higher rates of entrepreneurship in European nations led to more rapid growth in TFP. The potential for entrepreneurship to contribute to national economic growth might be particularly strong during periods of economic instability. Bosma et al. (2009, pp. 29-30) assert that entrepreneurship:

“...helps turn around recessions by reallocating resources in such a way that promising new activities replace obsolete economic activities [and can] pave the way for a new period of prosperity.”

It is important to note that not all economic activity classified as entrepreneurship leads to economic growth. Acs (2006) distinguishes between opportunity-based entrepreneurship and necessity-based entrepreneurship, contending that while opportunity-based entrepreneurship boosts economic growth, necessity-based entrepreneurship has no such effect. Wong et al. (2005), in a study of the 37 countries included within the 2002 Global Entrepreneurship Monitor survey, found that only innovative new firms with high-growth potential contribute to national economic growth. Indeed, Shane (2009) contends that encouraging mere self-employment and the entry of non-growth-oriented firms can actually impede economic growth and suggests that policies to encourage entrepreneurship should specifically target entrepreneurs who are capable of innovation.

The above evidence suggests that entrepreneurship has the potential to play a key role in enabling Thailand to avoid the middle-income trap, enjoy long-term growth, and eventually emerge as innovation-based knowledge economy. Such a role, however, is premised on the development of

genuine entrepreneurship that is driven by the recognition of opportunity and embraces innovation and the transfer of new knowledge to the economic domain.

1.3.1 Entrepreneurship in Thailand

Research by Virasa and Hunt (2008) indicates that Thailand has one of the highest rates of “*early-stage entrepreneurial activity*” in the world. In 2007, the proportion of the Thai population aged 18-64 who had begun a small business in the previous 42 months was approximately 27%, and the proportion of those who had either started a new business or owned an established one in the same time period was approximately 48%. The Thai Office of Small and Medium Enterprise Promotion (OSMEP 2010) reports that the total number of SMEs (small and medium enterprises) in Thailand was 2,913,167 in 2010, although this figure is likely to exclude a large number of informal micro-enterprises that are not counted in government statistics (OECD 2011). Indeed, Virasa and Hunt (2008, p. 8) state that the majority of Thai businesses are “*small in scale and scope*” and typically involve small retail, service, or network marketing activities carried out as a means of financial survival rather than as a response to a perceived opportunity.

Such businesses do not contribute significantly to the “*creative destruction*”

that is the hallmark of true entrepreneurship. The Bosma et al. (2009) survey of entrepreneurship activity in 37 developed and developing nations reveals the relative lack of dynamism, innovation, and opportunity recognition among nascent Thai enterprises. According to the survey results, only about 4% of early-stage Thai entrepreneurs aspire to rapid growth, a figure surpassing only those of Mexico and India. Only about 2% of such entrepreneurs were involved in the technology sector, the lowest proportion out of all nations surveyed. Further, only about 12% of early-stage Thai entrepreneurs offer a product that is to some degree novel or unique to its market, again one of the lowest figures among the countries surveyed. The very low percentage of medium-sized firms in Thailand (0.4% compared with 6% in Korea and 2% in the United States) is a further indication of the lack of growth-oriented small businesses in Thailand (OECD 2011).

The lack of innovation and exploitation of opportunities evident among Thai entrepreneurs is also reflected in the export performance of small and medium-sized enterprises, the great majority of which have a purely domestic focus. Although Thailand's economy is highly export-oriented, most exports are generated by a few large companies. Only 2% of Thai firms have overseas customers, compared to 37% of early-stage firms and 25% of established firms in China (Virasa et al. 2007). As a result of this domestic focus, Thailand has very few medium-sized transnational companies with significant global market impact (OECD 2011).

Another important indicator of innovative entrepreneurial activity is the rate of registration of intellectual property (IP). The number of Thai trademarks (177 trademarks registered per million people in 2009) is comparable with that of Thailand's somewhat more developed neighbour Malaysia (192 per million) but much smaller than that of Singapore (715 per million) and South Korea (791 per million) (World Intellectual Property Organisation 2011b; Population Reference Bureau 2009). Indeed, data on the registration of patents, which more directly reflect innovation, indicate that the introduction of new processes and technologies in Thailand is almost entirely dependent on foreign companies. According to the Thai Department of Intellectual Property (DIP 2011), the Thai patent office granted 62 patents to residents of Thailand and 904 to foreigners in 2008. By comparison, Malaysia granted 164 patents to residents in 2008, Singapore granted 501, and South Korea 61,115 (World Intellectual Property Organisation 2011a). The registration of Thai patents has declined over the last six years: the average number of patents granted per year for 2008-2010 was 56, compared with 99 for 2005-2007 (DIP 2011).

The issue of IP rights is particularly important for entrepreneurs since innovative entrepreneurs can potentially profit greatly from them. In the US, for example, SME patents have a proportionally greater impact than those of large corporations: twice as many of the top 1% of high-impact patents in the US are held by SMEs as by large firms (Institute of

Electrical and Electronic Engineers 2009). Although IP is vital for competitiveness, economic growth and access to global markets, there is a general lack of awareness and knowledge of IP in ASEAN countries (Wattanaprattipaisan 2004) including Thailand (Cheeptham and Chantawannakul 2001). This lack of awareness causes economic damage. For example, Cheeptham and Chantawannakul (2001) cite a genetically modified rice strain developed in the US called "*Jasmati*" which is now competing for exports with Thai Jasmine rice, leading to estimated losses of \$910 million in Thai markets. As Cheeptham and Chantawannakul point out, the extent of such competition could have been mitigated if Thailand had claimed the term "*Jasmine Rice*" as a geographic trademark.

Thus, Thailand's very high rate of business start-ups does not indicate a high degree of truly entrepreneurial activity, and Thai enterprises do not yet engage in sufficient innovation to avoid the middle-income trap. Among small and medium-sized enterprises in particular, deficiencies in the following areas raise concern: the ability to recognise or exploit opportunities; growth orientation; export orientation; involvement in technological entrepreneurship; and intellectual property generation.

The lack of dynamism among small businesses may result from the Thai business environment and its bureaucratic obstacles. For example, the World Economic Forum (2011), in its global survey of indicators of

competitiveness, rates Thailand 50th in the world for access to venture capital, 92nd for intellectual property protection, and 103rd for time taken to register a new business. Nonetheless, much of the problem appears to be due to deficiencies in entrepreneurial skills among aspiring entrepreneurs. Virasa et al. (2007) identify a lack of critical and creative thinking, a lack of understanding of the importance of innovation and product differentiation, and a lack of managerial and market research skills as key obstacles to the growth of small businesses in Thailand. According to the 2006 Global Entrepreneurship Monitor adult population survey, only 34.8% of Thai respondents said that they had the knowledge, skills and experience required to start a new business, a figure significantly lower than the average of 46.7% for all countries in the survey (Virasa et al. 2007). In the same survey, 55.3% of Thai respondents reported that fear of failure would prevent them from starting a new business, compared with a worldwide average of 35.4%. Thus, in order for Thailand to avoid the middle-income trap, the lack of entrepreneurial skills in Thailand needs to be addressed.

1.4 Entrepreneurship and culture

Entrepreneurship may be regarded as a culturally-embedded phenomenon (Begley & Tan 2011) such that culture plays a major role in how likely people are to become entrepreneurs. McGrath and MacMillan (1992) demonstrate that entrepreneurs tend to share the cultural values and cultural background of their national culture. They contend that cultural

traits such as willingness to take risks influence the likelihood of entrepreneurial activity. Thus, an examination of the attributes of Thai culture should shed light on the reasons for a lack of entrepreneurship in Thailand.

1.4.1 Entrepreneurship and Thai culture

Hofstede's work on cultural dimensions (1998) is the most widely cited in existence (Jones 2007) and, as Engelen et al. (2009) have noted, research into the links between culture and entrepreneurship has been based almost exclusively on Hofstede's research. Engelen et al. (2009) question this reliance, noting that Hofstede's cultural dimensions were developed in the context of an established company (IBM), not start-ups, and that Hofstede's country classifications are based on data more than thirty years old. Nonetheless, Jones (2007) asserts that the majority of Hofstede's findings appear to be valid and indeed continue to guide multi-national practitioners. Thus, it is reasonable to apply Hofstede's findings of Thai cultural values (2003) to an analysis of entrepreneurial behaviours that play an important role in practices such as "*networking, forming strategic alliances, and financing venture start-ups*" (McGrath & MacMillan 1992).

Hofstede (1998) analyses culture along five different dimensions: power distance, individualism, masculinity, uncertainty avoidance, and long-term

versus short-term orientation. Two of these terms require some explanation: power distance refers to the degree of acceptance of inequality in power by those who lack it; and masculinity refers to the degree to which assertiveness and competitiveness are valued, particularly in males (Hofstede 1998).

Hofstede's (2003) research into national cultural differences, in which the first four of his dimensions are analysed, attributes to Thailand a high power distance index (PDI) of 64, reflecting high levels of inequality in society, although this figure is lower than the Asian average. Thailand's uncertainty avoidance index (UAI) is also 64, a high figure compared with the USA's index of 42, Australia's 46 and even the Asian average of 58. Hofstede contends that Thai culture has a low level of tolerance for uncertainty, creating difficulties in dealing with risk. In addition, Thai culture is much less individualistic than most Western countries. For example, Thailand's position on Hofstede's individualism index is 20, compared to 90 for Australia, 91 for the USA, 89 for the United Kingdom, 80 for Canada and 68 for Switzerland. Rather, Thailand has a highly collectivist culture, with *"extended relationships...lead[ing] to strong loyalty and responsibility for others"* (Hatcher & Terjesen 2007, p. 340).

All of these cultural traits are associated with low levels of entrepreneurship (Hayton et al. 2002). The analyses of both Hofstede and Hayton et al. suggest there is a need for Thai entrepreneurs to adopt aspects of

individualistic cultures, at least in their working lives, or to integrate certain individualistic ideas within the Thai collectivist culture in order to solve problems, seek innovative ways to improve performance, and gain self-confidence and a willingness to experiment.

Schwartz (2008) devises an alternative series of dimensions to evaluate culture. Schwartz finds that Thai culture is high in the dimensions of “*hierarchy*” and “*mastery*” but low in both “*intellectual autonomy*” and “*affective autonomy*”. Although there is little research applying Schwartz’s cultural dimensions to entrepreneurship, Levie and Hunt (2004) suggest that high levels of affective autonomy (valuing pleasure, variety, and excitement) may be associated with higher levels of opportunity-motivated start-ups. Schwartz’s findings, then, like those of Hofstede (2003) and Hayton et al. (2002), suggest that a lack of autonomy in Thailand impinges upon effective entrepreneurial activity.

However, one minority cultural group in Thailand appears to defy these indicators. Although largely assimilated to Thai culture in many respects, ethnically Chinese Thais maintain a distinct identity and retain traditions including the use of Chinese languages within the family (Peleggi 2007). This Sino-Thai minority appears to engage in highly effective entrepreneurship. In fact, the Sino-Thai minority, who make up approximately 11% of the Thai population, own 90% of private-sector assets in Thailand (Carney 2007).

The Sino-Thais have had a long and prosperous history in Thailand. Hamilton and Waters (1997) emphasise the perennial adaptiveness and entrepreneurial spirit displayed by the Sino-Thais throughout this history. They trace the beginning of Sino-Thai history to the fifteenth century, when early Chinese immigrants and their descendants prospered as trusted intermediaries between the king and his subjects. In the mid-nineteenth century, Chinese entrepreneurs increasingly took advantage of the opportunities offered by trade with the West and the development of industry made possible by Western technology. Following the 1932 Thai revolution, when old systems of political patronage disappeared and Sino-Thais were increasingly discriminated against, many Sino-Thai entrepreneurs were nevertheless able to prosper in the role of financiers to rapidly expanding government enterprises, thereby establishing new alliances with members of the military elite. In the 1970s, changing political conditions made exploitation of political patronage both less necessary and more risky. A new group of Chinese entrepreneurs emerged as the driving force behind a manufacturing and exporting boom in Thailand, a group for whom connections with ethnic Chinese business owners in other parts of South-East Asia were more important than connections with the government. By the mid-1980s, Sino-Thais owned the overwhelming majority of leading businesses in Thailand.

This entrepreneurial success appears to correspond to an additional cultural dimension identified by Hofstede and Bond (1988) entitled "Confucian

Dynamism". This dimension evaluates the degree to which certain aspects of Confucian tradition (persistence, thrift, status, and a sense of shame) are emphasised while other aspects are de-emphasised. According to Hofstede and Bond, Thailand scores quite highly in this dimension. It is likely that the alignment of the entrepreneurial Sino-Thais with this cultural dimension is particularly strong.

It seems reasonable, then, that a suitable area of research for developing entrepreneurship pedagogy in Thailand might be an investigation of Sino-Thai entrepreneurship and the differences between Sino-Thai and indigenous Thai entrepreneurial cultures and practices, given that a number of issues contribute to the low entrepreneurial effectiveness of the majority of Thai small and medium sized businesses. Thus, while the relationship between culture and entrepreneurship is a complex one, aspects of non-Thai cultures, particularly Sino-Thai culture, is significant for the research topic.

1.5 Entrepreneurship and education

International Entrepreneurship (2011) identifies three key factors contributing to the ineffectiveness of entrepreneurship in Thailand: limited international exposure, limited access to capital, and lack of education. Lack of education is particularly significant for Thailand given that Minitti et al. (2006) demonstrate a strong correlation between education and

entrepreneurship in middle-income countries. While it is acknowledged that additional and multiple factors such as the difficulty in obtaining venture funding, bureaucratic red tape, and theft of intellectual property might impinge upon entrepreneurial activity in Thailand, this research project focuses upon the relationship between education and entrepreneurship in Thailand.

Entrepreneurship education is provided in Australia, Canada, Ireland, the UK, and the USA by both government and private organisations (Itao 2008). In the UK, national and regional government bodies advance entrepreneurship education at all educational levels, not only to teach business start-up skills but also to provide students with skills that will be valuable in a wide range of career paths (Herrmann et al. 2008). The value of entrepreneurship education is promoted extensively by Graham (2005) as a means of achieving effective participation in the global economy.

Although the Thai government has recognised the importance of entrepreneurship to Thailand through initiatives such as the Board of Investments (BOI), which enables Thai entrepreneurs to access foreign business capital (Rungwitoo 2008), education in entrepreneurship, small and medium enterprise (SME) management and business planning is available at only a few universities. Several leading universities in Thailand including Chulalongkorn, Mahidol, Thammasat, and Ramkhamhaeng are adapting curricula to include entrepreneurship. However, most universities

in Thailand fail to emphasise entrepreneurship education despite initiatives by the Thai government to encourage it. These initiatives include: the *“Thailand 2nd Promotion Plan 2007-2011”*, which aims to enhance the growth of the SMEs in Thailand (Office of Small and Medium Enterprises Promotion 2007); the University Business Incubator or “UBI” Project, set up in conjunction with Thai universities and designed to raise the quality of emerging Thai entrepreneurs by training them as students to learn from real situations, to be competitive, and to innovate (Sujatanond 2008); and the SME and Entrepreneurship Program, which aims to provide access to training by the Kenan Institute Asia for entrepreneurs and aspiring entrepreneurs in Thai rural areas (KIA 2004).

However, although the Thai government and supporting institutions value the influence of entrepreneurs on the development of the Thai economy, they do not emphasise the teaching of entrepreneurship in business schools and universities in Thailand. Although measuring the effectiveness of entrepreneurship education is difficult, there are strong indications that at least some aspects of entrepreneurship can be taught (Henry et al. 2005). If this is the case, devising pedagogy for entrepreneurship education in Thai universities should enhance the Thai economy. As Bell-Rose and Payzant (2008, p. 33) state:

“Preparing today’s students for success and eventual leadership in the new global marketplace is the most important responsibility

in education today. Provide them [youth] with guidance and opportunity at the most critical junctures along their educational journey can have a profound impact. Entrepreneurship education is an important tool in achieving these goals.”

The lack of appropriate pedagogy is identified by Virasa et al. (2008), who contend that lecturers lack sufficient academic knowledge and experience to impart entrepreneurship qualities. According to Virasa et al. (2008, p.11), *“building an entrepreneurial spirit is missing from the Thai education system”* as a result of outdated methodologies and programs that are not relevant to the needs of undergraduate students and are thus ineffective. Thai tertiary education lacks creativity – an important characteristic of the activity of entrepreneurs in building new ventures and boosting profits (Wickham 2001). This creativity deficit bodes ill for Thailand’s economic prospects if, as Florida and Tingali (2004, p.12) predict, *“successful nations will be those that can best mobilize the creative capacities of their people”*. Pengnate (2010, p.15) notes:

“Creativity is reshaping the global economy. Innovation rather than physical labour is considered a prime national advantage. Critical and creative education is intrinsic to national advantage.”

Pengnate further asserts:

“Rote learning is the antithesis of creativity and so has the potential to hinder the growth of the Thai economy at a time when Thailand seeks to enhance its economic status as a global player in accordance with the National Education Act 2542.”

Given that the Thai tertiary education system is founded on rote learning, the problem of developing creative entrepreneurial practices in Thai universities seems acute. An article in the *Bangkok Post* (“Public Education” 2011) reports:

“Thailand is not alone in facing massive problems with the graduates produced by its universities. About 50% of the graduates cannot find jobs while the output remains high, with around 2 million graduates every year – a good business for the universities, a bad business for society. Students are distracted ... from textbooks that exclusively aim to prepare for answering examination questions. That is what we call passive learning.”

Indeed, the effects of reliance on rote learning and the lack of creative (innovative) thinking in Thai tertiary education was predicted a decade earlier:

“The Thai education system will lag far behind many of its Asian counterparts in 10 years because its reform efforts have been implemented with little foresight or direction, a Singapore-based business research firm said... Thailand's education system has been unprepared for the modern era and rote learning is the norm... There is little incentive for innovative thought or proper understanding of basic principles.” (Khampha 2000, URL)

Creativity and innovation enable entrepreneurs to recognise opportunities in many areas including organization and innovation (Wickham 2001) and to enhance Thailand's ability to remain competitive and expand its economy (Suebwonglee 2005-2006)

Universities also have the potential to create new technology and play a significant role in funding the conduct of scientific research (COGR 2000). Schiller (2006) suggests that although links exist between universities and industry in Thailand, they tend not to be aimed at creating innovation in industry or exploiting intellectual property rights. Schiller's research shows that only 13% of such links are joint research projects, planned spin-offs, or joint patents. The vast majority (84%) are consulting or technical services. He contends that although Thai universities theoretically have an orientation towards applied research, the research they produce is ineffective in contributing to the development of modern industries. This situation is partly due to an emphasis on rote teaching rather than on

research and development. Schiller (2006) suggests that if Thai universities were to generate greater technological innovation, Thai industries would have the capacity to put it to good use.

Intellectual property derived from innovation and entrepreneurship can be a significant form of income for universities. From 2007 to 2010, for example, Cambridge University made over £17 million in licensing fees from intellectual property (Cambridge University 2011). Singapore Polytechnic filed almost 200 patents over the last decade, and Ngee Ann Polytechnic received revenues of at least \$600,000 from industry partnerships between 2003 and 2009 (Chew 2009). Pursuing such opportunities has the potential to increase the financial income of both the university and business (Soetendorp et al. 2005). This suggests that the government might be able to reduce funding to Thai universities if significant income from intellectual property is raised.

Gibb (1987, 1996, 2002) exposes a debate between enterprise and entrepreneurship education. This distinction relates to education that either serves a broad general purpose to promote enterprising characteristics and entrepreneurship education that is most often framed to serve a more focussed purpose of preparing individuals for a career in new venture creation. This distinction is relevant to the findings of this research project with respect to the themes of independence and initiative. The debate has recently become more sophisticated with the

introduction of the idea of three different world views iterated by Neck and Greene (2011) that are used to frame the purpose of entrepreneurship education: the entrepreneur world; the process world; and the cognition world.

The entrepreneur world focuses upon entrepreneurial “traits” and personalities. For example, Miner (1996) proposes four psychological personality patterns of entrepreneurs, which he terms personal advisors, empathetic super salespeople, real managers, and expert idea generators. Neck and Greene (2011) reject this approach because characteristics identified in research projects are derived from samples which are entirely white and because narrow, economically-based definitions of success are employed. This results in pedagogical implications of the entrepreneur world derived from an “*observe, describe, and measure*” approach able to support limited categorizations and correlations (Christensen & Carlile 2009).

The process world advocates an interdisciplinary approach to entrepreneurship (Venkataraman 1997) which extends the reach of entrepreneurship to capital markets, resource allocation, performance, and growth. The process approach is presented and taught in a linear fashion as one of “*identifying an opportunity, developing the concept, understanding resource requirements, acquiring resources, implementation, and exit*” (Neck & Greene 2011, p. 59). This is a business planning approach based on case studies, which Neck and Greene

acknowledge is powerful, but they note that the majority of faculty are never adequately trained to use it. They further contend that entrepreneurship is neither linear nor predictable, but it is easy to teach as if it were (p. 60).

The cognition world focuses on the entrepreneur or the entrepreneurial team by addressing the questions of how entrepreneurs think and whether such thinking provides a potential competitive advantage. Krueger (2007) addresses the cognitive process of the decision to become an entrepreneur. The cognition world focuses on the identification and exploitation of opportunities to guide pedagogy (Neck & Greene 2011)

GEM (2011) distinguishes between necessity and opportunity entrepreneurship. However, given the nature of university education, necessity based entrepreneurship education is not regarded as significant in the context of this research project.

1.6 The research rationale

With recognition of the importance of entrepreneurship in the Schumpeterian economic paradigm that increasingly dominates the contemporary global economy, the imminent possibility of the emergence of a middle-income trap for Thailand's economy and the ineffectual state of entrepreneurial activity in

Thailand, the rationale for the research problem becomes apparent. That is, there is an imperative to define pedagogy to develop entrepreneurship in undergraduate students in Thailand universities if Thailand is to build a socially and economically viable nation.

The context of the research is the Faculty of Business at Hat Yai University, Songkhla Province, Thailand. Hat Yai University (established as Hat Yai City College in 1997) is a private university registered by the Thai Ministry of Education that has experienced rapid growth in enrolment from 180 students in one faculty in 1997 to 5,000 students currently. The university awards Bachelor's, Master's and Doctorate degrees in the six faculties of Business Administration, Law, Liberal Arts, Science and Technology, Communication Arts, and Political Science. The Faculty of Business at Hat Yai University accounts for approximately 60% of the university student body and teaches seven programmes of study: management, marketing, business computing, human resource management, industrial management, accountancy and service industries (Hat Yai University 2011).

Hat Yai University, which is already known for its strengths in the field of business education, is a suitable context for implementing entrepreneurship pedagogy. Implementing entrepreneurship pedagogy might enable Thailand to increase the effectiveness of its entrepreneurs and enable students both to gain insight into ways to revitalise the Thai economy and to increase their enthusiasm for entrepreneurship.

The research project aims to:

- (i) Research approaches to the teaching and learning of entrepreneurship;
- (ii) Distinguish the relative advantages and disadvantages of these approaches to entrepreneurship pedagogy by qualitative research involving stakeholder groups; and
- (iii) Synthesize the research outcomes to develop entrepreneurship pedagogy for undergraduate students of the Faculty of Business at Hat Yai University, Thailand, that is consistent with Thai culture and values.

1.7 Conclusion

This Chapter argues that Thailand must increase entrepreneurial activity involving individuals who are willing to engage in innovative, high-growth and export-oriented enterprise and thereby develop the Thai economy. In developing pedagogy that fulfils this quest, this research project addresses a major shortcoming in the economic impact of entrepreneurship in Thailand. Chapter 2 analyses the literature underpinning models of entrepreneurship education in order to develop an evaluative framework for the qualitative research process.

Chapter 2

Literature review

This Chapter analyses a broad range of literature relevant to the development of pedagogy for entrepreneurship education at Hat Yai University, Thailand. In this regard, the Chapter addresses the nature of entrepreneurship and the characteristics of entrepreneurs, reviews the history and theory of entrepreneurship education, and evaluates the concept of transdisciplinarity. This review is undertaken with reference to the needs of the Thai economy and with consideration of the mores of Thai culture. The literature review is divided into six major themes: the nature of entrepreneurship; Thai university pedagogy; the global outlook of Thai universities; factors impeding Thai universities; entrepreneurship education pedagogy; and cultural mores and entrepreneurship.

2.1 The nature of entrepreneurship

Much has been written about entrepreneurship (see for example Sahlman et al. 1999, Audretsch et al. 2011, Minniti 2007, Frederick, Kuratko & Hodges 2006), and it is not the aim of this research project to reiterate this body of literature. Indeed, entrepreneurship has been the subject of much scholarly attention for more than a century, but no consensus has yet been

reached as to how entrepreneurship should be defined (Gedeon 2010). A range of different concepts of entrepreneurship are employed in entrepreneurship literature, including that of new venture creation, of opportunity exploitation, of risk acceptance, and of innovation. These approaches are examined in this Chapter from the point of view of their appropriateness to a concept of entrepreneurship as an agent of development and change. A synthesis of these concepts of entrepreneurship is then developed. The relevance of the concepts of Mode 2 knowledge production to entrepreneurship is subsequently explored, and the Chapter concludes with a brief analysis of the characteristics of entrepreneurs.

The Public Forum Institute (2003, pp.1-2) defines an entrepreneur as:

“An individual engaged in the process of starting and growing one’s own business or idea.”

This concept of entrepreneurship as small-business creation is a common and convenient one for researchers seeking to measure the prevalence of entrepreneurship in a region or sector (Hafer 2011; Gedeon 2010). Graham (2005) suggests that the popularity of this definition also reflects the tendency of many American small businesses to be dynamic and innovative and to contribute to job creation. However, as Graham points out, small businesses do not universally follow this American pattern, and the equation

of small business creation with entrepreneurship does not capture the essence or significance of entrepreneurship as a driver of economic change. Moreover, the definition is narrow and does not allow for the possibility of intrapreneurship: that is, the pursuit of innovation within an existing organisation (Knight 1921; Hisrich & Antoncic 2003). The creation of new businesses and ventures is closely associated with entrepreneurship but is not the sole criterion.

Cantillon (2010 [first published 1755]), the first economist to employ the term “*entrepreneur*” (Frederick, Kuratko & Hodges 2006), defines an entrepreneur in terms of risk – as someone who bears the risk involved in a commercial venture and realises additional profit in proportion to the risk. The risk-based definition of entrepreneurship is elaborated by Knight (1921), for whom entrepreneurship involves accepting both risk, which is calculable, and uncertainty, which exists when the outcome of an action cannot be predicted in terms of statistical measures of risk. Schumpeter (1934), however, disputes the notion of risk as inherent in entrepreneurship, pointing out that all capitalists risk their capital when they invest it.

The use of the acceptance of risk as a criterion for entrepreneurship continues (Hull & Bosley 1980; Dimitratos & Plakoyiannaki 2003; Segal, Borgia & Schoenfeld 2005), but is challenged by research suggesting that entrepreneurs are no more likely to welcome risk than other businesspeople and managers (Brockhaus 1982; Xu & Ruef 2004; Miner & Raju 2004).

Indeed, as Norton and Moore (2002) contend, accurate risk assessment skills are more important to successful entrepreneurship than the willingness to accept risk.

Entrepreneurs may also be defined as those who seek, recognise and exploit opportunities (Stevenson & Carlos Jarillo 1990; Hills & Singh 2004; McKenzie, Ugbah & Smothers 2007). This definition is both more flexible than the previous one and better able to account for the contribution of entrepreneurship to economic development. Entrepreneurs, according to this concept, profit by noticing an unmet need or a way to produce goods or services more efficiently and thus contribute to economic growth. As Acs (2006) contends, the creation of new ventures only contributes to economic growth when it is driven by the recognition of opportunity rather than by the necessity of finding employment. Although entrepreneurship clearly involves opportunity recognition, and the exploitation of previously unrecognised opportunities is a beneficial economic function that contributes to economic growth, this definition does not fully capture the potentially transformative aspect of entrepreneurship.

Entrepreneurship is also defined in terms of innovation. Clark (1899, p. 405) theorised that entrepreneurs profit by means of inventions that increase economic efficiency, thereby benefiting society as a whole:

“Let [an] invention be made that ... effects an economy in production. It also creates a profit; and this profit ... is an elusive sum, which entrepreneurs grasp but cannot hold ... [It] slips in time through their fingers and bestows itself on all members of society.”

Schumpeter (1934) broadens this concept of entrepreneurship to the more general notion of *“the carrying out of new combinations”*, meaning the creation of a new kind or quality of goods, the establishment of a new process of production, or the reorganisation of industry through the creation or destruction of a monopoly. Indeed, Schumpeter (1947, p. 152), clearly distinguishes between entrepreneurship and invention:

“It is particularly important to distinguish the entrepreneurs from the “inventor”. There is no necessary connection between the two functions. The inventor produces ideas, the entrepreneur “gets things done”, which may but need not embody anything that is scientifically new.”

Thus, two distinct notions of innovation may be identified: the creation of new ideas (invention) and Schumpeterian innovation – the process of taking a new idea, whether one’s own or someone else’s, and working to ensure that it makes a practical impact on society or the economy.

However, these activities are frequently combined. Sergey Brin and Larry Page, for example, both invented the page rank concept behind the Google search engine and steered Google to its current market dominance on the basis of this technology (Google 2012). In addition, bringing a new idea to practical fruition may require the generation of many more creative new ideas in order to solve technical and business challenges. Nevertheless, the notion of Schumpeterian innovation defines the essence of entrepreneurship as an agent of economic and technological change. It is Schumpeterian innovation that underpins the crucial role of entrepreneurs in the transfer of knowledge into the economic domain, as discussed in Chapter 1 above.

Thus, the central conceit of this research project concerns entrepreneurship aligned with Schumpeterian innovation. Innovation can involve the creation of new ventures. Nelson and Byers (2010) contend that small enterprises are significantly more likely than large ones to introduce genuinely disruptive innovations. Nonetheless, intrapreneurship should not be dismissed as a viable mode of entrepreneurship and a source of economic dynamism (Frederick 2005). Entrepreneurship does involve accepting risk, but risk assessment and risk management skills are of greater value to entrepreneurs than mere boldness. The ability to recognise opportunity is a skill intrinsic to entrepreneurship. However, whether an entrepreneur is necessarily creative is in contention. Graham (2005) perceives entrepreneurship as part of a nexus also involving creativity and innovation.

Graham contends that a creative idea is not an innovation until it is turned into a practical outcome (a product or service) and that an innovation has no value until it impacts the market: that is, until an entrepreneur disrupts the status quo of the market with the innovation. Graham argues that the creator, innovator and entrepreneur are not necessarily the same individual. Hence, while the entrepreneur may be innovative, he or she is not necessarily the creator of the innovation. Rather, in Graham's creativity-innovation-entrepreneurship nexus, the entrepreneur is the initiator of Schumpeter's "*gales of creative destruction*" which disrupt the market economy with innovation. Thus, entrepreneurship pedagogy needs to address these elements within a framework that stresses the recognition and practical exploitation of new ideas as the central goal of entrepreneurship.

In this research project, social entrepreneurship is also taken to be relevant to the development of entrepreneurship pedagogy in Thai universities. Social entrepreneurship is defined as the identification and implementation of innovative, ethical solutions to social problems (Ashoka 2012). It can involve either intrapreneurship (Zahra et al. 2008) or the creation of sustainable for-profit and not-for-profit organisations (Abu-Saifan 2012). Social entrepreneurs seek to be catalysts of social change in the same way that other entrepreneurs are catalysts for economic change (Ashoka 2012). Social entrepreneurship might play a significant role in addressing the economic inequality and the pressing social issues facing contemporary

Thailand, with the potential to realise the goals of sustainability and equity endorsed by the Sufficiency Economic Philosophy of His Majesty Bhumiphol Adulyadej (Berenzon et al. 2011).

The concept of entrepreneurship underpinning this research project, then, is one of entrepreneurship aligned with Schumpeterian innovation but stressing the recognition and practical exploitation of new ideas as the central goal of entrepreneurship and social entrepreneurship consistent with the Sufficiency Economic Philosophy of Thailand. Two further dimensions in this regard are relevant: transdisciplinary Mode 2 knowledge production and entrepreneurial characteristics.

2.1.1 Transdisciplinary mode 2 knowledge production

In Chapter 1, it was noted that entrepreneurship plays a central role in the transmission of knowledge and invention from the academic to the economic domain. In order for this to occur, these domains must develop close relationships, a process that requires both universities and industry to take steps to bridge the divide between academic and entrepreneurial cultures. The bridging of this divide is captured in the term “*Mode 2*”, which refers to a new paradigm of knowledge production that engages with its social and economic context. This contrasts with Mode 1 knowledge production, which is dominated by purely disciplinary and theoretical

concerns (Gibbons et al. 1994). Mode 2 research is focused on practical goals with social or economic applications. Its nature is therefore determined by the context of its application, a “*problem-solving and problem-generating*” context (Nowotny et al. 2003, p. 203), involving a wide range of competing views, approaches, priorities and interests in which the aim of the research together with the needs and values of the participants determine the rules of knowledge production (Gibbons et al. 1994).

Transdisciplinary Mode 2 knowledge production is relevant to entrepreneurship because it integrates knowledge and perspectives from several disciplines to solve real-world problems, including those which an entrepreneur might encounter. Mode 2 knowledge production can be said to be a source of creative problem-solving associated with competitive advantage (Gibbons et al. 1994, p. 111). Burnett (2009, p. 1) sees transdisciplinarity as transcending inter- and multi-disciplinarity by:

“...draw[ing] upon what many disciplines do in order to find its content and methodology at the nexus of a variety of approaches.”

Burnett’s concept of transdisciplinarity has similarities to concepts of entrepreneurship: he emphasises the need for creativity and the “*recognition and celebration of unpredictability*” in transdisciplinary practice

(2009, p. 1). Nicolescu (2002) also stresses both creativity and flexibility in linking ideas from different disciplines and applying them in ways that are personally relevant and self-actualising.

Thus, it is argued that entrepreneurs practise integration of knowledge attuned to market advantage synonymous with transdisciplinarity – in the sense that entrepreneurs do not draw information and data from a single discipline for decision making and that entrepreneurs solve real-world problems, as do practitioners of Mode 2 knowledge production. It is anticipated that these insights might have a bearing on entrepreneurship pedagogy.

2.1.2 Entrepreneurial characteristics

The pursuit of Schumpeterian innovation remains a minority pursuit in contemporary societies, and it may be assumed that some combination of opportunity, skills, experience, and psychological orientation characterises those who engage in it. Research into the relationship between psychological traits and entrepreneurship has identified several characteristics that are correlated with entrepreneurship. Brockhaus (1982) identifies an *internal locus of control* – a tendency to perceive life outcomes as determined by one's own actions – as a key psychological characteristic of successful entrepreneurs. The correlation between internal locus of

control and entrepreneurship, especially entrepreneurial intention and persistence, has considerable empirical support (Schjoet & Shaver 2011). Another self-evaluative construct, self-efficacy, or “*one's belief in one's capability to perform a specific task*” (Gist 1987, p. 472) is also correlated with entrepreneurship. There is strong evidence that self-efficacy in this context is associated with entrepreneurial intent (Zhao et al. 2005) and with characteristics such as higher alertness to opportunity, lower assessments of the risks associated with entrepreneurial activity and perseverance despite setbacks (Krueger & Brazeal 1994). Further, Bhidé (2000) contends that tolerance for ambiguity is strongly associated with entrepreneurial intention and success.

Much has been written on the relationship between entrepreneurship and creativity. In this context, creativity is viewed less as the germination of original concepts and more as a behavioural attribute manifested in various entrepreneurial responses. For example, Runco (2004) states that creativity promotes flexibility and problem-solving, while Hamidi et al. (2008) link creativity with entrepreneurial intention. In a study of Hong Kong entrepreneurs, Ko and Butler (2007) identify three dimensions of entrepreneurial creativity: maintaining up-to-date knowledge; alertness for new opportunities, and “*bisociation*”: the combination of ideas from different domains to arrive at a new insight (a process that is also central to the concept of transdisciplinarity).

Thus, the nature of entrepreneurship is manifested in specific behaviours which, while inevitably context-driven, share characteristics that revolve around the notion of innovation. How these behavioural characteristics manifest themselves in Thai culture is central to the topic of this research project.

2.2 Cultural mores and entrepreneurship

Chapter 1 of this research project presents evidence that culture influences the prevalence, effectiveness and nature of entrepreneurial activity in particular regions and countries through its influence on personality traits and patterns of cognition. In particular, Hofstede's (2003) cultural dimensions of individualism and uncertainty avoidance, although not without some reserve, seem to play a significant role. Hofstede's conclusions are open to criticism on the grounds of lack of sensitivity to intra-national group differences, narrow range of respondents, inadequate statistical rigour, and out-dated data (Jones 2007). Nonetheless, Hofstede's data provides perhaps the only comprehensive comparative indicator of cultural diversity and is used with the aforesaid limitations in mind.

Certainly, Hofstede's cultural dimensions of individualism and uncertainty avoidance appear to be correlated with levels of entrepreneurship, which is unsurprising given that the process of innovation is inherently uncertain and

non-conformist. Moreover, individualist cultures value self-actualisation and individual ambition, which are typical motivations for entrepreneurship (Oyserman 2006; Russell 2005). Research summarised by Shane (1993) indicates that individualism also promotes intrapreneurship by facilitating flexible decision-making, the sharing of new ideas within organisations, and contact with out-groups. Collectively, these outcomes stimulate diverse thinking.

Given that Thai culture is characterised by high levels of both collectivism and uncertainty avoidance, it is probable that these are significant barriers to entrepreneurship in Thailand. However, there exists a peculiarity in Thai culture that needs to be accounted for, namely the high number of successful Sino-Thai entrepreneurs.

2.2.1 Sino-Thai culture and entrepreneurship

As noted in Chapter 1, ethnic Chinese Thais, or Sino-Thais, are significantly over-represented among successful businesspeople in Thailand (Carney 2007). They also have a history of successful adaptation to rapid political and social changes (Hamilton & Waters 1997). In other words, they have tended to react in an entrepreneurial manner to changes in the environment rather than simply submit to changing fortunes.

In considering the reasons for the success of the Sino-Thais, Hamilton and Waters (1997) point out that both historical, contingent factors and enduring Chinese cultural traits need to be taken into account. One of the key such historical factors, operating not only in Thailand but also in other nations of South-East Asia, is membership of a minority group – a status that has contributed to entrepreneurial aptitude among other diasporas such as the Jews in Europe (Hamilton & Waters 1997), the Lebanese in West Africa and the Ibo in Nigeria (Carney 2007).

Such an account of minority success in business, however, does not explain why some minorities prosper while others do not. Nor does it explain the consistent ability of the Chinese in Thailand to adapt to the sudden changes of economic and political circumstances that have characterised Thailand's history and the continued success of Sino-Thais, who are now increasingly assimilated and accepted members of Thai society and thus no longer outsiders (Hamilton & Waters 1997). Rather, it is possible that the cultural characteristics of Chinese society might be relevant.

It is important to note that the success of Chinese entrepreneurs is by no means limited to Thailand. In addition to the flourishing economies of majority Chinese societies such as Taiwan, Singapore, and Hong Kong (and now mainland China), Chinese minorities have a history of highly successful entrepreneurship in Malaysia, Indonesia, and the Philippines.

Haley et al. (1999) report the following statistics for 1998 (subsequent data is limited): in Malaysia, ethnic Chinese accounted for approximately 30% of the population but controlled 69% of market capital; in Indonesia, ethnic Chinese accounted for approximately 2.5% of the population but controlled 73% of market capital; in the Philippines, ethnic Chinese accounted for approximately 2.6% of the population but controlled 50-60% of market capital; and in Thailand, ethnic Chinese made up 14% of the total population but controlled 81% of market capital .

An analysis of Hofstede's cultural dimensions might shed some light on the differences between Thai and Sino-Thai cultures that contribute to their differential entrepreneurial success. Since specific data for Sino-Thais are not available, data on nations with majority Chinese ethnicity must be used as a proxy for Sino-Thais. Hofstede (2003) provides data on cultural dimensions for Thailand, China, Taiwan, Singapore and Hong Kong. For one dimension, individualism, all of these societies are very similar: they all have very low scores (20 for Thailand and between 17 and 25 for China, Taiwan, Singapore, and Hong Kong). Likewise, all of these societies have fairly high scores for power distance: 64 for Thailand and 58, 68, 74, and 80 for Taiwan, Hong Kong, Singapore and China respectively. With regard to uncertainty avoidance, on the other hand, there is a great deal of variation among the four Chinese societies, with scores ranging from only 8 for Singapore to 69 for Taiwan. Thailand's score on this dimension is 64. Long term orientation, although on average high, also varies a great deal,

ranging from 48 for Singapore to 118 in China. Thailand's score is somewhat lower than the average at 56. The one dimension on which Thailand falls outside the range of the four Chinese societies is masculinity. Thailand's score is quite low at 34 compared to 45, 48, 57, and 66 for Taiwan, Singapore, Hong Kong, and China.

The relatively low masculinity score for Thailand may play some role in explaining the differences between native Thai and Sino-Thai entrepreneurial success. Hofstede (n.d.) suggests that individuals with a high masculinity orientation will tend to value individual achievement and financial success, a trait that would seem to be associated with entrepreneurs. In a study of the relationship between Hofstede's cultural dimensions and entrepreneurship involving 2423 respondents in eight countries, McGrath et al. (2000) found that high masculinity orientation is indeed associated with entrepreneurs. A similar conclusion is reached by Hayton et al. (2002).

Another approach to accounting for the success of Chinese entrepreneurs is to investigate the specific values, beliefs and practices of Chinese culture in detail and to attempt to connect these values to specific Chinese ways of doing business. Redding's (1993) *The Spirit of Chinese Capitalism* is a good example of this approach. One key theme in Redding's analysis is his identification of a set of attitudes among South-East Asian Chinese that drive them to manage their money astutely, set up their own businesses,

and work hard to make sure they succeed. The values of thrift, hard work, and “*money-mindedness*” (p. 70) have characterised the Chinese diaspora for a long time. As far back as 1621, the merchant Sir Thomas Herbert described the Chinese merchants of the East Indies as frugal, “*infinitely industrious*”, and “*in trading too subtle for young merchants*” (quoted in Redding 1993, p. 18). The strong Chinese work ethic is well documented in both historical and contemporary accounts (Redding 1993). Kahn (1979) characterises this work ethic as “*seriousness about tasks*”, and attributes it to the traditional Confucian value of filial piety involving a strong emphasis on duty towards and obedience to family members underpinned by early training in diligence and conscientious attitudes towards work.

What Redding calls “*money-mindedness*” is well illustrated by Osgood’s (1975, p. 1108) comment that in Hong Kong, “*the delight taken in eating is spoken of perhaps only less often than the desirability of making money*”. Osgood notes that Hong Kong children are trained early in the value of money and the skills needed to manage it. Redding (1993) comments that “*the family dining table is in many cases almost a permanently running business seminar*” in ethnic Chinese homes. Likewise, according to Redding, frugality is a value constantly reinforced within the Chinese family.

The attitude of Thais towards work and money seems to be quite different from that of the Chinese. Although Unger (1998) stresses the role of cooperation in explaining Sino-Thai entrepreneurial success compared with

native Thais, he points out other factors as well. He suggests that Thais have a more relaxed, easygoing approach to life and work, attributing to them a quality of “*fundamental self-acceptance*” (p. 29). He also notes that the traditional routes to status for native Thais are not entrepreneurship but religious orders, government and the military.

Hofstede’s (2003) dimension of individualism-collectivism may mask important cultural differences. On the basis of several anthropological studies of Thai society, Unger (1998) concludes that Thailand has historically enjoyed weak social ties outside of the nuclear family and a strong identification with the king as head of the nation. It is only recently, he notes, that Thailand has seen the growth of strong political, labour-based, or community-based interest groups. He notes that most social groupings in Thailand are hierarchical structures based on patronage. Unger emphasises the role of cooperation and the building of trust-based networks as the key factors enabling Sino-Thai entrepreneurs to outperform their native Thai counterparts, as do Haley et al. (1998). As Redding (1993) contends, Chinese society, despite the high-power distance characteristic of its culture, seems to have a tendency to form horizontally-structured groups in addition to vertically-structured hierarchical groups.

Typically, an ethnic Chinese individual belongs to several trust-based networks, which may be based on family and clan ties, common ancestral locality, and occupation (Haley et al. 1998). Such networks can provide a

useful basis for mutual aid and cooperation, and indeed Chinese culture is noted for *guanxi*, which Yao (2004) characterises as a blending of sociality and pragmatism within extended, horizontal relationships based on mutual obligation. Guanxi, according to Yao, is a conscious strategy by which a portfolio of pragmatically useful and socially-rewarding relationships are established.

According to Kent and Anderson (2004), the role of networks in promoting trust – and therefore creating efficient cooperation with low transaction costs – is noted by theorists of social capital and supported by empirical research. They contend that networks enhance cooperation and provide the confidence and sense of security necessary to innovate, share information, and make potentially risky decisions. Unger (1998) states that Sino-Thais are enthusiastic joiners of both formal associations and informal networks, often international in scope, and that Sino-Thai entrepreneurs utilise the trust and information exchange built up within such networks to gain access to credit, lower transaction costs, identify opportunities and reduce risks. Charan (1991), in a paper concerning the advantages of networks to Chinese businesspeople, emphasises the importance of trust in facilitating transactions and cooperation and the role of networks as a reliable, rapid conduit of information that can be crucial to effective decision-making. Haley et al. (1998) elaborate with reference to the “*informational void*” of South-East Asia. They demonstrate that in South-East Asia, far less published demographic and economic research and data

– which is so important to the analysis and planning of Western firms – exists than in the West. In such a setting, they contend, access to a network providing accurate information can create a vast competitive advantage.

A high density of social capital within a community is not an easy objective to achieve, depending as it does on aspects of culture which change only gradually. Nevertheless, it seems that the ability to create social capital and operate within networks are relevant entrepreneurship skills given the importance of networking, social capital, and *guanxi* in the Sino-Thai cultural context.

Thus, it seems that attitudes towards assertion and competitiveness (Hofstede's masculinity dimension) as well as attitudes towards cooperation, the building of trust-based networks, and individualism might explain the discrepancy between Sino-Thai and native Thai success in entrepreneurship. In addition, as Redding (1993) contends, cultural values towards money, thrift, ambition and work as well as the value of mentoring entrepreneurship within the family are likely to be relevant to the development of entrepreneurship.

2.3 Entrepreneurship pedagogy

The field of entrepreneurship education has expanded rapidly in the US and Western Europe and more recently in Eastern Europe, Latin America and Asia (Haase & Lautenschläger 2010). The growth of entrepreneurship education has been encouraged by the belief of policy-makers that entrepreneurship education can contribute to economic growth and innovation (Oosterbeek et al. 2008). Growing awareness of the importance of global competitiveness means there should be considerable interest in Thailand in the development of entrepreneurial skills. It is anticipated that the government, private sector, and research and academic institutions should realise, indeed emphasise, the importance of facilitating entrepreneurial development as the precursor to the transformation of the Thai economy into a developed, knowledge-based economy.

Because innovation cannot be reduced to a predictable method, some scepticism remains as to whether entrepreneurship can be taught effectively (e.g. Klein & Bullock 2006). Jack and Anderson (1999) distinguish what they call the “*art*” and “*science*” of entrepreneurship: the science of entrepreneurship, mostly functional small business management skills, is, they suggest, teachable with traditional techniques; but the “*art*” of entrepreneurship – creativity, innovation, and managing risk and ambiguity – is more problematic. Timmons and Spinelli (2008) dismiss the notion that “*entrepreneurs are born, not made*” as a myth, arguing that although innate entrepreneurial aptitudes are important, they must be complemented by acquired skills, experience and social capital in order to result in

entrepreneurial activity. Empirical evidence suggests that entrepreneurship education courses can, in fact, improve entrepreneurial skills and promote successful entrepreneurship, especially when they employ pedagogy that embraces active participation (Gorman et al. 1997). Research suggests that well-designed entrepreneurship education courses can enhance key entrepreneurial aptitudes, such as internal locus of control, opportunity recognition, entrepreneurial self-efficacy and creativity (Haase & Lautenschläger 2010).

Entrepreneurship education is clearly not the same as the teaching of management, although there is likely to be some overlap of the knowledge and skills required. Graham (2005, p. 156) states that the goals of entrepreneurship education are:

“...for students to develop the capability to participate in and to pro act upon the creative knowledge economy for personal and social sustainability; to increase the pace of innovation in order to deliver higher social standards of living; and to contribute to national economic advantage.”

It is clear that such goals cannot be met merely by teaching traditional business-school subject matter or by outlining the mechanics of business start-up processes (Myrah 2003). Since entrepreneurship requires creativity,

alertness to opportunity, comfort in dealing with ambiguity, internal locus of control, and entrepreneurial self-efficacy, an active and experience-centred pedagogy is required (Herrmann et al. 2008). Indeed, it is contended that entrepreneurship educators themselves need to innovate in terms of the pedagogical techniques that they employ (Kuratko 2003; Arvanites et al. 2006).

Rae (2004) proposes that entrepreneurship education should also incorporate the social context of entrepreneurship as it relates to personal and social emergence, contextual learning, and negotiated enterprise. Personal and social emergence involves the construction of an entrepreneurial identity, involving the negotiation of a life narrative and family roles as well as reflections on current practices and future aspirations; contextual learning refers to learning within a social context, including industry and other networks; and negotiated enterprise involves a recognition of the importance of interpersonal relationships in the establishment of new enterprises.

Thus, building on elements of the process and cognition approaches defined by Neck and Greene (2011), it is anticipated that an appropriate model for entrepreneurship education at Hat Yai University will be one that recognises the importance of *“learning by doing”* – that is, of developing skills and assimilating knowledge within an educational environment that recognizes the significance of the social context of entrepreneurship and

employs learner-centred pedagogy which “...view[s] learners as active participants in their own learning experience” (Bell & Kozlowski 2008, p. 296). Research has shown that a more active pedagogy enhances the development of complex cognitive skills and flexible problem-solving in novel situations (Bell & Kozlowski 2008). Such flexibility is a core part of entrepreneurial competence. Indeed, entrepreneurial skills in general appear to be acquired through a process of experience and discovery (Rae & Carswell 2000). An active, experiential pedagogy appears vital for developing student capacity for life-long self-directed learning. Since maintaining an up-to-date knowledge base and awareness of social and technological change is crucial for innovation (Ko et al. 2009), life-long learning is a key entrepreneurial attribute (Morrison 2000). In all, learner-centred approaches incorporate the local cultural, social, and economic context and are thus potentially more meaningful and useful for Thai students than traditional approaches using standard curricula typically dominated by a North-American and European perspectives (Hallinger & Bridges 2007).

An examination of a range of learner-centred, active and experiential teaching methodologies, then, is relevant for entrepreneurship education at Hat Yai University. Four pedagogical techniques appear to be particularly relevant: the Case Method; Problem-Based Learning; Simulation Games; and Local Community Involvement.

2.3.1 The Case Study Method

The use of the Case Study Method in entrepreneurship education is founded on the principle that case studies provide insights into entrepreneurial activities. The Case Study Method requires students to read about and analyse a case study and to present and challenge often widely-varying analyses, with the instructor then guiding participants towards the discovery of insights (Harvard Business School n.d.). Developed and implemented by Christopher Langdell in the Harvard Law School in 1870, it was adopted as the dominant teaching method in the Harvard Business School in the 1920s, when the emphasis shifted from the exploration of general principles to the process of making practical decisions and discovering solutions to ambiguous and real-world problems in which relevant information must be distinguished from irrelevant details (Garvin 2003).

Compared to a lecture-based approach, the case method enhances the skills of analysis, decision-making, oral communication, and creative problem-solving (Dalglish & Evans 2008). For Garvin (2003), the key advantages of the Case Study Method are its capacity to develop in students the ability to deal with novel and ambiguous situations, the ability to persuade others, and the habit of making decisions – all considered to be key attributes of entrepreneurs. Garvin notes that the heavy workload for students associated with preparing cases typically leads to the

spontaneous formation of small study groups in which collaborative skills can be developed. Other benefits of the case method for entrepreneurs include the potential for presenting varied, realistic role models of entrepreneurship, building confidence in students; the development of independent thinking and trust in one's own judgement as students come to realise that experts can be wrong; and constant practice in noticing new opportunities in the midst of difficult situations (Howard Stevenson interviewed in Harvard Business School 2002).

In all, the case method provides invaluable opportunities for entrepreneurship students to develop analytical, problem-solving, opportunity recognition, and communication skills as they develop in-depth understanding of entrepreneurial practice. The case method thus appears to be a suitable component of an experiential learning pedagogy for entrepreneurs.

2.3.2 Problem-Based Learning

One commonly used methodology of experiential learning is Problem-Based Learning, which Savery (2006, p.12) defines as:

“...[a] learner-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem.

Problem-Based Learning originated in 1969 as pedagogy for medical students at McMaster University in the USA (Barrows 1996). After gaining global acceptance in medical faculties, where the lifelong learning orientation of Problem-Based Learning was recognised as a significant asset, it has since been applied to a wide range of disciplines (Savery 2006). In Problem-Based Learning, students work in small groups to solve an authentic problem that acts as a focus for collaborative, self-directed learning (Savery 2006). The problem must be ill-structured – that is, a complex problem without a single, well-defined solution. Ill-structured problems elicit learning that crosses disciplinary boundaries (Savin-Baden & Major 2005), thus realising transdisciplinarity. This allows students to identify gaps in their knowledge which they then address in an active fashion, with the tutor acting as a facilitator rather than a teacher.

Advocates identify several advantages of the Problem-Based Learning style. One such advantage is the potential for Problem-Based Learning to enhance student understanding and recall of new concepts. There is a substantial body of research in the field of cognitive psychology demonstrating that the activation of prior knowledge enhances the assimilation of new information, that retention of knowledge is boosted by elaboration, and that later recall is more likely if the original knowledge was gained in a similar context (Norman & Schmidt 1992; Gijssels 1996). Problem-Based Learning activates prior knowledge by requiring students to discuss the problem before the research stage begins, encourages

students to elaborate on recently-learned knowledge through discussion with fellow group members, and boosts recall of information in later problem-solving contexts through the use of authentic problems (Hallinger & Bridges 2007).

Another advantage of the active approach to learning encouraged by Problem-Based Learning is its capacity to develop metacognition, “*the ability to monitor one’s own learning behaviour*” (Gijssels 1996, p. 15). Glaser (1991) asserts that metacognition is crucial to expert performance, learning and problem-solving and may be transferable to new domains of knowledge and action. Glaser further notes that the group learning environment created by Problem-Based Learning provides students with exposure to alternative approaches, challenges to assumptions and faulty reasoning, and the mutual aid necessary to enable the successful completion of a difficult task without oversimplifying it (Glaser 1991).

Problem-Based Learning also has features that make it particularly relevant to entrepreneurship. For example, it facilitates the exercise of social skills such as teamwork and leadership (Smith 2005). Hallinger and Bridges (2007) suggest two advantages for Master of Business Administration students that are relevant to entrepreneurship education. First, Problem-Based Learning may involve requiring students to create “solution products” (memos, websites, strategic plans, etc.) in response to problems. This creates an authentic, relevant environment for the acquisition of both

specific business skills such as the use of business software and broader skills such as goal-setting, delegation, and meeting deadlines. Second, Problem-Based Learning also allows for the application of abstract entrepreneurship and management concepts to a local socio-cultural context.

The advantages of Problem-Based Learning for entrepreneurship pedagogy extend beyond generic management skills. Since entrepreneurship often involves dealing with uncertain, ambiguous situations, the Problem-Based Learning focus on “*experiential learning organized around the investigation and resolution of messy, real-world problems*” (Torp & Sage 2002, p. 16) and “*learning with complexity*” (Savin-Baden 2006, p. 6) provides useful preparation for the entrepreneurial environment. Gallagher et al. (1992) report that students who have experienced Problem-Based Learning make greater use of “*problem finding*” (that is, identifying the essence of a complex, ambiguous problem) which Getzels and Csikszentmihalyi (1976) have found to be a crucial component of creative productivity.

Problem-Based Learning also creates an “*integrated knowledge base*” incorporating many disciplines (Barrows 1996, p. 6). In a study of one Problem-Based Learning program, Boshuizen et al. (1994) found that graduates tended to exhibit greater integration of cross-disciplinary knowledge in their problem solving, leading to more successful outcomes

than that of non-Problem-Based Learning graduates. The emphasis on cross-disciplinary, or transdisciplinary, thinking in Problem-Based Learning is likely to encourage the discovery of connections between seemingly unrelated knowledge frameworks that Ko and Butler (2007) argue is crucial for creativity.

Further, research demonstrates that graduates of Problem-Based Learning courses have superior self-directed learning skills and as a result are more likely to have up-to-date knowledge in their field (Smith 2005). Although Smith (2005) contends that up-to-date theoretical knowledge is less important for managers than for doctors or scientists, research by Ko and Butler (2007) suggests that a large, relevant, up-to-date knowledge base is a crucial asset for innovation and creativity. The Hong Kong entrepreneurs that Ko and Butler interviewed, all of whom had been selected to receive government funds on the basis of innovative product development, reported that they actively kept up with current trends in their fields of expertise through Internet research, reading of professional literature, and social and professional networks. The independent research and collaborative knowledge-sharing displayed by these entrepreneurs are both emphasised in Problem-Based Learning.

Thus, Problem-Based Learning seems to be a useful technique within a broader experiential learning pedagogy for entrepreneurship education. It has been used with success in a variety of fields for several decades, and it has a number of key advantages for entrepreneurship students, including a

focus on the sort of realistic, complex and ambiguous problems that entrepreneurs face; the synthesis of knowledge from a variety of domains and disciplines, which is a crucial element of creativity; and an insistence on learner-independence, which plays a key role in the generation and maintenance of a relevant, up-to-date knowledge base from a variety of sources.

2.3.3 Simulation Games

The Case Study Method and Problem-Based Learning are both active forms of learning that stress discussion over action. However, they provide no feedback regarding the success or failure of proposed solutions apart from the discussion and critiques provided by educators and fellow students (Ahn 2008). One way to provide an active form of learning combined with experience of success or failure resulting from actions and decisions taken is Simulation Games. A Simulation Game is an educational game in which students compete within a rule-generated or computer-simulated representation of reality (Ahn 2008). Simulation Games have become a standard element of business school teaching methodology in the United States (Faria & Wellington 2004).

The main attraction of using Simulation Games is that they allow students to learn by a process of trial and error (Honig 2004). Ahn (2008) contends

that they allow students to sharpen skills and tactics and to learn through failures without suffering the serious effects on their personal and financial life that real-world failure can produce. However, Ahn stresses that in order for optimal learning from such experimentation to occur, the instructor needs to ensure that reflection and analysis are incorporated within the pedagogy. Although Simulation Games can never fully capture the complexity and lack of predictability of the real-world, they can provide an engaging and manageable level of complexity, unambiguous feedback concerning performance, and a rapid pace of decision-making practice (Low et al. 1994). Indeed, Klassen and Willoughby (2003) found that an inventory management simulation helped to deepen students' understanding of the complexity involved in the application of apparently simple concepts.

Research demonstrates that Simulation Games also have the capacity to enhance understanding of key concepts (Washbush & Gosen 2001), boost student interest and motivation (Ahn 2008) and build self-efficacy, a key entrepreneurial attribute. In a comparative study of the effects of the Case Study Method and Simulation Games on self-reported self-efficacy in students, Thompson and Dass (2000) found that while both significantly increase self-efficacy, Simulation Games do so more effectively. Thompson and Dass theorise that the key factors in the effectiveness of Simulation Games in building self-efficacy are the emotional arousal associated with playing simulation games and the the experience of enactive mastery

arising from the high degree of control and high volume of feedback experienced by players.

Computer-based simulations such as the Harvard Business School multimedia-based “*Launching a High-Risk Business*” are potentially very effective means of experiential learning (Honig 2004). Simulation Games, however, are not limited to computer applications. Games governed by explicit rules in which players interact directly, often involving a degree of role-playing, are also successfully employed (Lean et al. 2006). One example of such a game is a role-playing simulation devised by Hofstede and Pedersen (1999) to deepen students’ understanding of the problems posed by intercultural communication.

Another example of a non-computer-based Simulation Game with potential for entrepreneurship pedagogy is the Entrepreneurship Game (Low et al. 1994). The rationale for the game is a perspective from which entrepreneurship can be considered a “*tournament for scarce resources*” (p. 386) gained through negotiation and networking. In the game, students are assigned the roles of engineer, marketer, supplier, customer, investor or entrepreneur, with the entrepreneur serving as a “*hub*” who connects the other players. All roles involve balancing the extraction of maximum benefit from potential deals against the risk that a deal might not eventuate. Following the simulation, role-players are debriefed by an instructor, who leads a discussion on successful strategies, ethical issues in the

negotiations, and their wider implications.

Low et al. (1994) found that issues of trust and trustworthiness were constantly encountered by players of the game and that players who were rated as trustworthy by others did particularly well when the game parameters were manipulated to create an environment of low information content – an environment that Haley et al. (1998) identify as characteristic of South-East Asian countries like Thailand. Thus, it appears that repeated iterations of this game, in which the value of trustworthiness becomes increasingly important as players develop a reputation within the negotiation networks created, may be a useful tool in developing an understanding of the importance of trust-based networks for entrepreneurship.

In all, simulation games provide an opportunity for experimentation and an experiential understanding of the links between action and their consequences which boost motivation, deepen understanding and enhance self-efficacy. Commercially available computer simulations would form one part of this approach, but negotiation-based Simulation Games can also be used. Special consideration might be given to simulations that can model key aspects of networking and the building of trust and social capital.

2.3.4 Local Community Involvement

Another pedagogy for entrepreneurship education involves means of building links between entrepreneurs and students. This involves “*tying academic learning to the ‘real world’*” (Robinson & Haynes 1991, p. 51), thus inspiring students to think entrepreneurially (Jack & Anderson 1999). Katz (1995) outlines several ways in which practising entrepreneurs contribute to the education of entrepreneurship students. Entrepreneurs talking about their experiences can be great sources of motivation to students both by demonstrating the excitement and possibilities of entrepreneurship in practice and by encouraging students to identify with them – to demonstrate to students that entrepreneur are, in Katz’s words, “*folks like me*” (p. 365). Katz suggests that practising entrepreneurs can also be effective (and usefully blunt) judges of business plans and proposals, experienced and effective mentors of students, trainers in specific skills, and gateways to entrepreneurial and industry networks. Practising entrepreneurs can also be involved in “*live*” case studies, in which current problems are discussed with students (Katz 1995). In-depth live case studies allow scope for active learning in which students research and observe the venture and present their recommendations to the entrepreneur-owner (Kickul & Fayolle 2007).

The University of Aberdeen Centre for Entrepreneurship is one example of an entrepreneurship education program that encourages community entrepreneurship links (Jack & Anderson 1999). These links include: the involvement of community entrepreneurs in a mentoring programme

designed to incorporate real-world experience; inviting entrepreneurs to speak with students, who are encouraged to critically analyse their actions; student presentations to community entrepreneurs; and entrepreneurship dinners organised as a forum for informal discussions as well as for meetings between entrepreneurs, local business people, staff, and students.

A Local Community Involvement program has the potential to provide opportunities for both experiential learning and the formation of relationships that might facilitate student entry into business and entrepreneurship networks. Although some scepticism may be expressed as to the willingness of entrepreneurs to give up their time, Katz (1995) found that many are, in fact, willing to do so. Katz suggests that entrepreneurs are motivated by a desire to benefit the community, the experience of discussion and interaction with students, the potentially valuable insights that such discussions can generate for the entrepreneurs' own practice, and the prestige associated with university recognition of entrepreneurial contributions.

The essence of the Local Community Involvement approach is to create opportunities for students to learn from and meet entrepreneurs. As well as guest speakers, programmes whereby entrepreneurs can act in the roles of mentors and advisers to students might be developed. The links between students and entrepreneurs thus developed have the potential to provide

students with a greater grasp of the reality of entrepreneurship and a source of inspiration. Even more importantly, Local Community Involvement has the potential to enhance students' social capital and provide contacts that could form the nucleus of networks that are vital to their future success.

2.4 Thai university pedagogy

The four entrepreneurship education pedagogies outlined above might be simple to implement at Hat Yai University were it not for their incompatibility with Thai university pedagogy, which is dominated by teacher-centric and rote learning methods. While lecture-based pedagogy is efficient in providing large numbers of students with well-structured information, the question arises of whether lectures add significant value to the learner's experience compared with simply reading course materials and individual research in an era in which access to wide-ranging information is digitally available to almost everyone (Dalglish & Evans 2008). The use of a lecture-based pedagogy reflects a model of education that Béchard and Grégoire (2005) refer to as the supply model, in which teachers are conceived of as presenters of information and students as more or less passive recipients of that information. However, as Dalglish and Evans (2008) point out, this passive approach leads to shallow comprehension and limited retention of new knowledge and offers little scope for creativity, for analysis, questioning and application of new concepts, or for skill-building. Indeed, Morrison (2000, p. 65) identifies such pedagogical systems as a significant factor in

the development of "*conformist, anti-entrepreneurial behaviour*".

The supply model of teaching corresponds to what Ramsden (1988) refers to as a surface approach to learning, an unreflective approach that focuses on memorising discrete items of information as opposed to a deep approach that critically and creatively integrates new information into a structured, global conceptual scheme in order to solve practical problems. Teaching styles and assessment approaches are key factors in determining whether learning approaches are surface-oriented or deep (Beattie et al. 1997; Kember & Gow 1994). Biggs (1987) further distinguishes between deep, surface, and achieving approaches to learning. The achieving approach strategically adopts a surface or deep approach to learning depending on the situation and is motivated by a desire to achieve rather than to understand. A survey of over five thousand Australian secondary and tertiary students conducted by Biggs (1987) found that both deep and achieving approaches to learning are strongly correlated with high academic performance: deep learners outperform achievement-oriented learners at the university level but not at lower levels of education. Other research reviewed by Biggs indicates that students utilising a deep approach to learning display greater conceptual sophistication and understanding.

Reliance on lecture-based learning and the supply model remains the norm in Thailand. In keeping with this teacher-centred paradigm, Thai education

pedagogy is modelled on rote learning and memorisation (Pitiyanuwat & Sujiva 2000). Research by Eaves (2009) into Thai students' learning styles found: that the Thai education system emphasises the role of the teacher, who is regarded as a source of information for students to memorise; that Thai students rarely study out of class; that Thai students are discouraged from commenting or asking questions in class; that little effort is made to link concepts taught in class to real-world experiences; and that teaching and learning activities aim primarily to enable students to pass examinations rather than to gain deep understanding. One Thai student interviewed by Eaves commented:

"Most of Thai students only learn like spoon-fed. In Thailand we learn from the teacher. The teacher will put everything in our brain and memorise what the lecturer said." (p.67)

The learning style encouraged by Thai pedagogy is thus characterised by passivity rather than participation, experimentation and analysis. As a result, Thai students for some time have tended to lack ability in critical thinking, self-directed learning, and problem-solving (Pitiyanuwat 2000). More recently, Panijpan, Ruenwongsa and Sriwattanaorathai (2008) found that rote learning among Thai students is a barrier to the integration of knowledge across disciplines and the application of abstract scientific knowledge to concrete examples.

The high power distance characteristic of Thai culture favours the acceptance of a “*supply model*” of education (Bécharde & Grégoire 2005, p. 264). Hallinger (2010) notes that rote learning is tenaciously embedded within the educational institutions of many South-East Asian countries and derives strength from shared South-East Asian cultural values. Hofstede (2001) contends that the high power distance and collectivism of Thai culture are reflected in the teacher-centred norms of the Thai education system, in which students are encouraged to accept teachers’ ideas unquestioningly. Maguire (2002) highlights the gap in status between teachers and students in Thailand and the significance of the value placed on *kreng jai*, or respect, in discouraging students from asking questions of their teachers. Holmes and Tangtongtavy (1996) likewise note the importance of deference in perpetuating the rote learning tradition in Thailand and contend that the result of this cultural trait and the rote learning pattern it engenders is a lack of initiative and assertiveness among Thais.

The Thai government has recognised that the teacher-centred, rote learning pedagogies traditionally employed in Thailand are no longer tenable for an education system that endeavours to prepare students for an increasingly competitive, globalised world (Hallinger & Lee 2011). In 1999, the Thai parliament passed the National Education Act (NEC), which was intended to reform the education system and produce students with skills in creativity and creative thinking by way of learner-centred pedagogies

(Office of the National Education Commission 1999). Rung Kaewdung (1999), then Secretary General of the Office of the National Education Commission (ONEC), declared:

“Our education system has long emphasized ... “Chalk and talk” pedagogy, rote learning ... [and] teachers as the center of teaching-learning activities. Even worse, the knowledge provided is not relevant to the need of the learner or the community.... We do not want a machine-like human beings or a walking dictionary.” (p. 2).

The purpose of reform to the Thai education system is to improve critical thinking and self-directed problem-solving through experiential and learner-centred education (Richmond 2007).

Despite its good intentions, however, the Thai government’s attempts to reform the education system have not resulted in radical change. In a review of Thailand’s progress towards a learner-centred education paradigm in primary and secondary schools, Hallinger and Lee (2011) found that only 18.6% of Thai teachers were routinely implementing the pedagogies recommended by the Office of the National Education Commission. Thus, minimal progress has been made and the Thai education system still largely adheres to a teacher-centred approach.

Hallinger and Lee, while acknowledging the difficulty of rapidly changing a culturally-embedded practice like teaching, attribute the slow pace of reform to an implementation strategy that has eschewed engagement with teachers, preferring instead a directive-based approach in line with the hierarchical norms of Thai culture.

Thus, while the problems posed by the Thai rote learning tradition have been acknowledged and significant steps taken to move towards a learner-centred pedagogy within the Thai education system, the teacher-centred paradigm in the Thai education system remains dominant. This is of particular concern for entrepreneurship education, since entrepreneurs particularly require the skills of critical thinking, creativity and individual initiative along with the ability to combine information and concepts from disparate fields and disciplines – skills that a teacher-centred pedagogy is ill-equipped to develop.

2.5 Lack of global outlook

In the transformation of a nation's economy from an efficiency-driven economy to an innovation-driven economy, universities potentially play a central role. Such a role requires both rapid expansion in university enrolments and a university system that forges links with industry and is oriented towards innovation and the development of technology (United

Nations Industrial Development Organization [UNIDO] 2005). For example, America's rapid growth in university enrolment in the late nineteenth century was instrumental in enabling it to catch up with and eventually surpass the United Kingdom in wealth and technological capability. Even more important in this process was the willingness to collaborate with industry and an "*orientation towards practical problem-solving and industrial practice*" that characterised American universities, an orientation that differed sharply from that of contemporary European universities and generated both skilled graduates and practical innovations (UNIDO 2005, p. 46). Universities have played a similar role in the more recent development of the economies of Singapore, Hong Kong, Taiwan and South Korea. Government policies that encouraged expansion of enrolments, industrial research, and links between universities and industry were crucial in enabling these countries to attain technological sophistication and innovation and thus avoid the middle-income trap (di Gropello et al. 2011).

Over the last few decades, Thailand has achieved a substantial growth in university enrolments: from a gross enrolment rate of 19% in 1993 to 46% in 2010, a figure that compares well with that of Malaysia (37%), the UK (59%), and France (55%) (World Bank 2012). However, the ability of Thailand's tertiary education system to contribute to productivity increases and innovation is low. Liefner and Schiller (2008) identify three key economic functions for universities: the upgrading of workforce skills

through teaching; knowledge generation through research; and the transfer of knowledge to industry. They report that very few faculties in Thai universities fulfil these functions at an “*advanced*” level, while the remaining faculties do so at an “*intermediate*” or “*low*” level.

In their function of producing skilled graduates capable of contributing to technological upgrading and innovation, evidence suggests that Thailand's universities are severely underperforming. Indeed, out of 49 countries ranked by the International Institute for Management (IMD 2012), Thailand scored 46th for educational quality. The lack of skills among graduates, despite Thailand's relatively high tertiary enrolment rate, is reflected in the results of the 2007 Thailand Productivity and Investment Climate Survey (Luo et al. 2008). Approximately 40% of employers polled by this survey ranked lack of skilled labour as one of the three most important barriers to doing business and 38% described the lack of skills as “*major*” or “*severe*”. In particular, employers expressed concern regarding employees' English, IT, numerical, and creative/innovation skills. As a result of the lack of these skills, the average time required by Thai employers to fill a vacancy for professionals was seven weeks – one of the highest figures in among all those surveyed by the World Bank (Luo et al. 2008). The skill shortage in Thailand not only reduces short-term economic growth but also hinders the innovation required for sustainable long-term growth. Indeed, 43% of Thai employers responding to the survey cited lack of knowledgeable or skilled staff as a reason for not innovating.

Part of the reason for the shortage of skilled graduates required by industry in Thailand is the mismatch between the science, technology, engineering and mathematics (STEM) graduates required for technological development and the high proportion of humanities and social science students enrolled in Thai universities. While science and technology firms report difficulties in recruiting skilled staff, graduates in social science and humanities face high unemployment rates (Liefner & Schiller 2008). Students enrolled in the science, technology, and engineering fields in Thailand made up 22% of the student body in 2008, compared with 36% in Korea, 38% in Malaysia, and 48% in Singapore (World Bank 2012). This figure is significant, given the contention of di Gropello et al. (2008) that a proportion of STEM graduates exceeding 33% is probably required both for rapid assimilation and adaptation of foreign technology and for significant levels of indigenous technological innovation.

In addition to educating students, universities also play a role in undertaking research for national economic advantage. In this role, too, Thai universities have not been performing well. In 2010, Thai academics published 9,129 articles in scientific journals, while Malaysia, despite its much smaller population, published 14,407; the figure for Taiwan was 37,436, and for South Korea 55,546 (Scimago Lab 2012). The Thai university system does not seem to prioritise research. In a study of two Bangkok universities, one with a *“research mission”* and the other with a *“teaching and learning”*

mission, Sharma et al. (2004) found that academics in the research institution spent an average of only 5.1 hours per week on research or scholarship (5.9 hours during non-teaching periods), while those at the other university spent only 2.5 hours (4.4 hours during non-teaching periods). The time spent on administration was two to three times greater than that spent on research.

More seriously, from the perspective of Thailand's economic development, research at Thai universities is rarely relevant to industry needs. Although they see some signs of recent improvement, Worasinchai et al. (2009) describe applied research at Thai universities as a linear process in which academics choose research topics and methodologies in the hope that they might be useful but neither seek advice and feedback from industry nor consider how the research results might be commercialised. They note that the lack of collaboration with industry in the research process means that the results of this research tend to be conveyed to industry only in the form of explicit knowledge (such as journal publications) rather than in the form of the tacit knowledge (through personal discussion and hands-on training) that is essential for the development of the skills and understanding required to make use of academic research results. As a result of this lack of consultation and collaboration with industry, only 1.2% of Thai firms listed universities or public institutions as the main source of technological innovations in their operations in a 2006 World Bank survey (World Bank 2007).

Thai university-industry linkages involving research are both rare and lacking in impact. They tend to be short-term, informal, low-technology projects that do not attempt any significant innovation (Schiller 2006). Moreover, they tend to have little impact on the teaching and learning practices of universities (Brimble & Doner 2007). It is clear, then, that Thai universities do not achieve the “*synergetic integration*” of teaching, research, and industry outreach that Liefner and Schiller (2008) contend is crucial to the development of academic capabilities.

Intarakumnerd et al. (2011) conducted case studies of several leading Thai universities and other organisations involved in joint projects with the automotive industry. They note that only recently has any local research into this industry been undertaken, despite the central role of the automotive industry in Thailand’s economy. Although several promising programs were analysed, only one – the Sirindhorn International Thai-German Graduate School of Engineering, a joint project with RWTH University Aachen – was described as having a consistent, ongoing emphasis on innovative research, practical experience, and coordination with industry. However, this school, which began accepting students in 2001, has yet to graduate any doctoral students (who must meet the high standards of RWTH University Aachen). Thus, even the most promising project analysed in this research has been slow to realise its full potential. The other university-industry linkage programs analysed by Intarakumnerd

et al. (2011) tended to be less innovation-focused and more short-term in orientation. Intarakumnerd et al.'s analysis reveals several issues in the conduct of these programs which suggest that universities in Thailand still do not focus on boosting Thailand's economic competitiveness. These issues include: a lack of industry-focused research and of proactive coordination with firms; a lack of consistent quality control, undermining trust; a tendency to focus on short-term projects, preventing the development of long-term relationships; a lack of specialisation by university faculties, hindering the achievement of world-class standards in particular fields; and industry complaints that university consulting and research services do not meet industry needs because of their limited scope and lack of emphasis on problem-solving.

The deficiencies in the capability of most Thai universities to fulfil the three academic functions of teaching, research, and knowledge transfer, despite Thailand's current status as a upper-middle income economy, indicate that the Thai university system is not oriented towards building a national innovation system capable of competing in a global marketplace. A survey of university faculty members and business leaders in East Asian nations (Higuchi & Tanaka 2010) demonstrates that both universities and businesses in Thailand demonstrate a sceptical attitude towards university-industry linkages and towards international research collaboration, an attitude that contrasts sharply with that of Vietnam and Japan. Instead, there is much greater trust in technology transfer (via foreign-owned

companies) as a means of upgrading technology and skills (Figure 2.1). This attitude is a matter for concern, given that reliance upon this mode of technological development has not served Thailand well in comparison to the success of Japan and Korea in developing technological capabilities through the promotion of indigenous research.

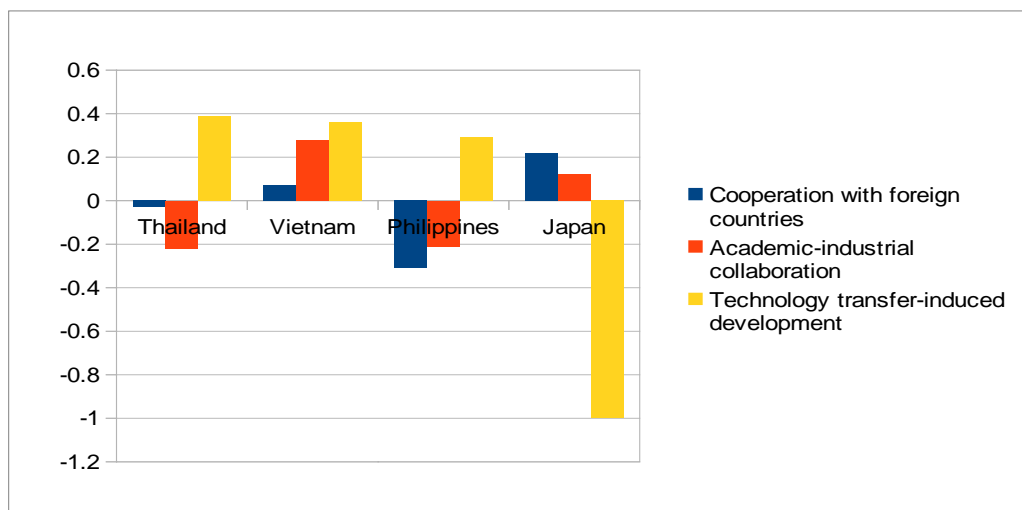


Figure 2.1:
Attitudes of university faculty and business leaders toward the importance of aspects of innovation (positive scores indicate a more positive attitude).
Source: Higuchi and Tanaka (2010).

Liefner and Schiller (2008) suggest that the prestige of university qualifications in Thailand and the relatively low cost of educating humanities and social science students motivate universities to award degrees without sufficient quality control or concern for the needs of the Thai economy. If this is the case, then the role of Thai universities could be interpreted to involve the conferral of social prestige on graduates rather than serving the needs of the Thai economy. It is clear, then, that the orientation and role of Thai

universities must shift towards a more entrepreneurial, innovation-centred one if they are to make a substantial contribution to the transformation of the Thai economy into a knowledge and innovation-driven system.

2.6 Factors impeding Thai universities

One of the factors impeding Thai universities from fulfilling the role of a catalyst for economic and technological change is lack of funds. According to the UNESCO Institute for Statistics (2012), public expenditure on tertiary education per student in Thailand (as a proportion of per capita GDP) has decreased from 45.9% in 1998 to 17.6% in 2010. Although this proportion is higher than the corresponding proportion for South Korea, it is significantly lower than those of many other nations in the region (Figure 2.2).

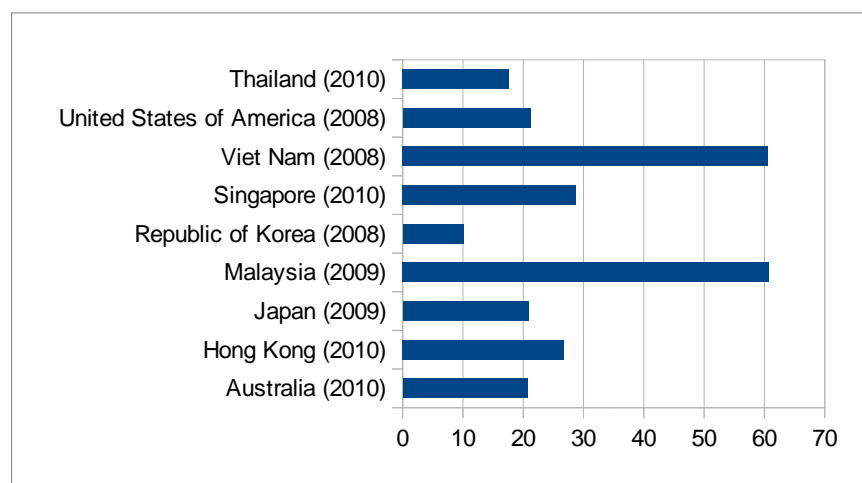


Figure2.2

Public expenditure on tertiary education per student as a percentage of GDP in the most recent year for which information is available

Source: UNESCO Institute for Statistics 2012.

Thailand's status as a middle income country means that the funds available for universities, whether from the government or from tuition fees, are modest in comparison to those of more developed countries such as South Korea, Hong Kong, and Singapore. This is reflected in the low salaries paid to Thai lecturers (Liefner & Schiller 2008) and in the average student-teacher ratio in Thailand of 1:20 in 2011, a ratio which has rapidly improved in recent years (the 2008 figure was 1:32) but which is still low compared to other South-East Asian countries (see Figure 2.3).

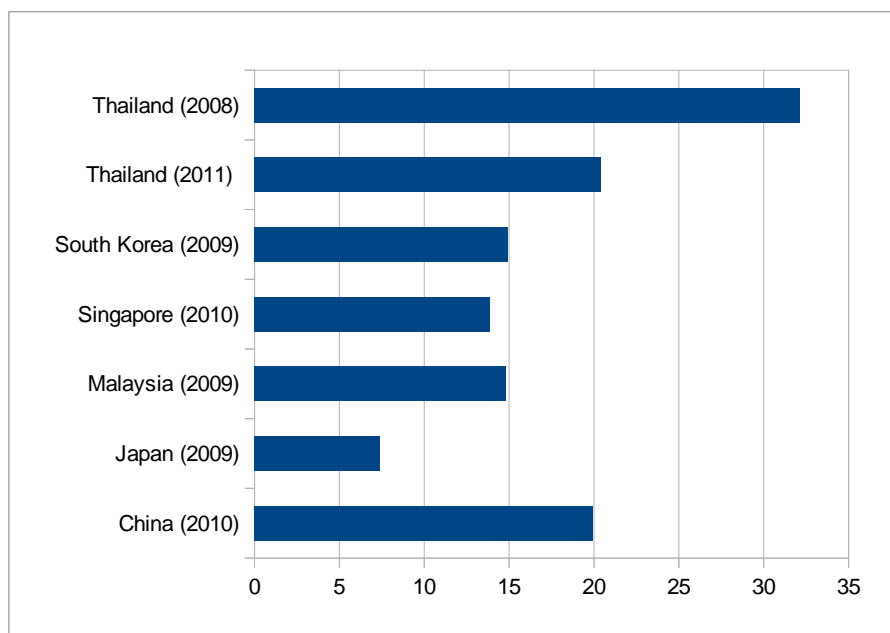


Figure 2.3

Faculty members per student, most recent year(s) for which data is available.

Source: calculations based on data obtained from the UNESCO Institute of Statistics (2012).

Not only are there too few faculty members to meet the needs of students in Thai universities, but faculty members tend to have low qualifications.

Only 25% of faculty members in Thai universities have doctoral degrees, while 15% have only a bachelor degree (Office of Educational Standards and Quality Assessment 2007). The low levels of expertise among Thai faculty members contributes to a lack of innovative research in Thai universities (Sangnapaboworn 2003) and is also likely to contribute to poor teaching outcomes. In addition to the lack of academic expertise, most Thai academics lack business-related experience and skills (Sharma et al. 2004), which represents an obstacle both to university-industry linkages and to entrepreneurship education.

In addition to the relatively low funding available for tertiary education, Thai universities are handicapped by the lack of funds available for research in Thailand. According to the Office of the National Research Council of Thailand (ONRC 2009), Thailand spent 0.22% of its GDP on research and development (R&D) in 2008, a figure far lower than Malaysia's 0.72%, Singapore's 2.68% and Korea's 3.21%. In 2009, 31% of R&D expenditure was on government projects and only 26% on university projects (ONRC 2009). Thai research is frequently hampered by a lack of funds for up-to-date equipment (Intarakumnerd et al. 2011). Indeed, as Schiller (2006a, p. 497) notes:

“The research budget of the entire Thai university system is lower than that of many successful engineering and science schools in the U.S.”

As a result, according to Schiller, Thai universities often lack the capacity to

contribute to the most advanced sectors of the Thai economy, which tend to be dominated by foreign-owned companies. These companies prefer to turn to their parent companies for research and development assistance rather than to Thai universities, while local Thai companies usually lack the technological expertise to absorb the results of university research. If entrepreneurship pedagogy were to incorporate links with industry, technology transfer might be more effective.

Such linkages are also hampered by a lack of mutual trust and understanding between industry and universities. Few long-term relationships between industry and universities have been established, and most collaboration between universities and industry relies on personal relationships (Intarakumnerd et al. 2011; Schiller 2006a). This reliance is due in part to the preference of university faculties for informal, trust-based relationships in accordance with Thai cultural norms, but it clashes with the preference of many companies, especially foreign-owned companies, for clear legal structures defining such relationships (Schiller & Brimble 2009). Such differences in outlook between university faculty members and business management are key obstacles for university-industry linkages (Krisnachinda 2004), as is the high prestige afforded Thai university lecturers, which hinders frank communication (Schiller & Brimble 2009). Further, university faculty members tend to lack the English language and cross-cultural communication skills required for liaising with foreign-owned companies (Intarakumnerd et al. 2011). Collectively, such factors also impede

the establishment of effective entrepreneurship education in Thai universities.

Universities in Thailand are also hindered by a lack of flexibility and autonomy due to government micro-management. Although the Thai government has an official policy of transforming public universities into autonomous institutions, only 14 of the 80 public universities in Thailand have made this transition to date (UNESCO 2011). Even so, public universities in Thailand, whether autonomous or not, operate with much less regulatory oversight than private higher education providers, despite changes in 2007 of Thai higher education law which granted greater freedom to private universities (Praphamontripong 2011). On the whole, regulatory oversight of Thai universities remains burdensome and rigid (Praphamontripong 2011; Benveniste & Regel 2009). Given that di Gropello et al. (2011) contend that greater autonomy (if combined with appropriate mechanisms to ensure accountability) is likely to result in greater flexibility in meeting labour market and industry needs and greater scope for innovation, and that Kantabutra and Tang (2010) have found that autonomous universities in Thailand have greater research efficiency than other public universities, the current over-regulation of Thai universities is a significant problem. Indeed, research suggests that bureaucratic obstacles and over-centralisation are significant problems for university-industry linkages in Thailand (Schiller 2006a; Intarakumnerd et al. 2011).

In addition, despite official government policy goals that prioritise innovative

research and collaboration between industry and universities, government and university regulations do little in practice to encourage university-industry linkages (Intrarakumnerd et al. 2011; Schiller & Brimble 2009). In the regional universities surveyed by Schiller (2006a), guidelines for such linkages were non-existent, inefficient, or unknown, and few incentives were offered to university faculty members to take part in them. In a study of the Thaksin government's 2001-2005 pro-innovation policy initiatives, Intrarakumnerd (2011) identifies the lack of consistency and stakeholder engagement on the part of the government and resistance on the part of conservative bureaucrats and academics as key factors limiting the long-term effectiveness of these initiatives to the extent that many policies "*only served rhetorical purposes*" (p. 55). Due to the political turmoil of the post-Thaksin years (2006 to the present), it is likely that lack of consistency and stakeholder engagement remain key factors in inhibiting the success of similar government initiatives today. In consequence, Thai universities appear to be ill-equipped to stimulate or facilitate entrepreneurship.

2.7 Conclusion

Entrepreneurship is a mechanism for creating wealth and social prosperity. Entrepreneurship stimulates and changes not only economies but also culture. It is the driving force of the contemporary global economy and individual national advancement therein. Literature indicates that Thai university pedagogy is not oriented towards entrepreneurial practices and

that the mono-disciplinary, Mode-1 structure of the universities combined with limited business relationships and funding impedes a global outlook. It also appears that Thai cultural mores may inhibit both the development of an entrepreneurial spirit and the implementation of learner-centred pedagogy, although the existence of a distinct entrepreneurial subculture among Sino-Thais complicates such a conclusion. These considerations suggest that the appropriateness of introducing the four predominant western models of entrepreneurship education pedagogies into Thai universities needs to be tested. This is the subject of Chapter 3.

Chapter 3

The Research Methodology

This Chapter outlines the methodology of the research project. It will be recalled that the research project is concerned with determining entrepreneurship education pedagogy for undergraduate students in the Faculty of Business at Hat Yai University, Songkhla Province, Thailand, as embedded in the question *“How might entrepreneurship be taught to undergraduate students in Thailand and how might specific entrepreneurship education pedagogy be implemented at the Faculty of Business, Hat Yai University?”* The Chapter defines the evaluative framework upon which the research project is based, the qualitative research methodology, the research participants, the interview questions and techniques, ethical considerations, and the data collection and analysis process.

3.1 The evaluative framework

The objective behind the evaluative framework on which this research is based is to address issues arising from the Chapter 2 literature review that are central to the formulation of pedagogy for teaching entrepreneurship in

Thailand within the Thai cultural context, as follows:

- 1 Cultural mores and entrepreneurship
- 2 Entrepreneurship education pedagogy
- 3 Thai university pedagogy
- 4 The global outlook of Thai universities
- 5 Factors impeding Thai universities

Underpinning the evaluative framework is the nature of entrepreneurial competition in the 21st century global economy. The evaluative framework is applied with particular reference to Hat Yai University.

3.2 The qualitative research methodology

Research methodologies tend to be associated with different philosophical viewpoints. Quantitative research tends to be associated with a positivist or post-positivist epistemology and a belief in objectivity. Qualitative research tends to be associated with a more subjectivist, post-structuralist, or post-modernist viewpoint that emphasises the social construction of knowledge (Creswell 2003). However, there is a third 'contingency' viewpoint based on the philosophical pragmatism of writers such as William James and John Dewey. Johnson and Onwuegbuzie (2004) for example, argue for a "*contingency theory*" of methodology in which various approaches

(qualitative, quantitative, or mixed) are *“all superior under different circumstances”*. Thus, the choice of which methodology to use is ultimately a pragmatic matter in which the ability of the methodology to provide suitable answers to the research question is the most important issue (Silverman 2005).

This research project implements a qualitative methodology aimed at learning from key Thai stakeholders in entrepreneurship and entrepreneurial education in order to refine and improve the pedagogy and developing an understanding of how cultural differences may be relevant to devising relevant pedagogy at Hat Yai University. The discovery-centred nature of a research project fits well within the open-ended inquiry that characterises qualitative methodology.

Moreover, the local emphasis of qualitative research is suited to the limited aims of a research project which is focused solely on Hat Yai university. As Borrego et al. (2009, p. 57) point out, the qualitative emphasis on context allows the researcher to *“describe a particular situation in enough depth that the full meaning of what occurs is made apparent”*. A quantitative study at just one university might be said to lack general applicability but a qualitative study that explores its topic deeply can be ‘transferable’ as distinct from generalised, in the sense that it can generate thick description that *“allows readers to identify elements that can be transferred to their own situations”* (Borrego et al. 2009, p. 57). The ability of qualitative research to

generate new insights that may contribute to entrepreneurship pedagogy is further justification for its suitability to this research project.

Qualitative research covers a very broad group of methodological traditions with varying purposes and philosophical underpinnings. Tesch (1990) classifies qualitative research into twenty-eight different approaches while Miller and Crabtree (1992) identify eighteen categories of qualitative research. However, Creswell (2007) identifies only five key approaches: narrative research, phenomenological research, grounded theory, ethnography, and case study research.

Within these approaches, common features can be identified, such as the importance of contact with the *“field”*, a preference for holistic analysis, and the importance of understanding the interrelationship between the perceptions of participants (Miles & Huberman 1994). For research aimed at producing actionable results such as pedagogy, this focus on producing a holistic perspective is a key advantage of qualitative research. Qualitative research generates a theory of social action grounded on the experiences (world views) of those likely to be affected by the research outcomes (Ritchie & Spencer 1994).

This research project employs an approach closest to that described as *“generic”* by Merriam (1998), which she suggests is the most common form of study in qualitative education. The generic approach allows for a combination of different approaches and methodologies in cases where the

research question does not neatly fit into one of the multiple categories theorists attribute to qualitative research. The goals of this research project do not match those of narrative or phenomenological research and only partly mesh with the methodologies of grounded theory, case study research, or ethnography. Nevertheless, the project has some similarities with these last three methodologies and draws partly on some of these techniques. It involves a case study of one particular university, focusing on one particular issue – the potential introduction of a new pedagogy.

However, it goes beyond a particular ‘bounded system’ to study the attitudes of entrepreneurs in Thailand to new pedagogy and to derive some insights into its potential effectiveness and how it might be developed. It involves some ethnographic concerns in that it investigates cultural differences between entrepreneurs and attitudes towards the proposed pedagogy, but it does not involve a full investigation of the culture of a particular group for its own sake. It engages with some aspects of grounded theory to the extent that it uses an iterative strategy of data collection and analysis. However, it does not emphasize the bracketing of existing theory as grounded theory does (Locke 2001) since it involves the testing and refinement of pedagogy based on existing theory. In all, it is contended that qualitative research with elements of its various categories is most suitable to the topic of this research project.

3.3 Research participants

The selection of a random sample is generally not considered necessary in qualitative research (Merriam 1998). Rather, a mixture of purposive sampling and quota sampling is employed in this research project. Purposive sampling involves recruiting a certain number of people who meet a particular criterion. Quota sampling involves dividing up the potential sample space into categories that aim to ensure a wide variety of viewpoints and experiences and then selecting the sample so that it will contain participants from each of these categories (Johnson & Cristensen 2008).

The data collection methodology involves interviews with three target groups of participants. The groups were selected either because they comprise participants who are potential sources of insight into entrepreneurship education in the cultural and socio-economic context of Thailand or who are potential stakeholders in a future entrepreneurship education program.

Group 1 comprises successful Thai entrepreneurs. Having extensive real-world entrepreneurship experience, these participants provide a source of information and insight concerning the processes of innovation, the recognition of entrepreneurial opportunity, and the skills, attitudes, knowledge, and experience required of entrepreneurs in Thailand. This group, containing approximately twelve participants, consists of an even

mix of ethnic Thai entrepreneurs and Sino-Thais, so that the sample of entrepreneurs represents both Thai culture generally and the dominant business and entrepreneurial culture within Thailand.

Group 2 comprises lecturers in management, marketing, human resources management and industrial management in the Faculty of Business Administration at Hat Yai University. The participants in this group have experience in teaching business subjects and will be involved in planning, approving and implementing entrepreneurship courses. Hence, as stakeholders in entrepreneurship pedagogy, it is important to account for their beliefs, feelings, ideas and attitudes. This group consists of approximately twelve participants.

Group 3 are undergraduate students in their final year of management, marketing, human resources management and industrial management studies within the Faculty of Business Administration Hat Yai University. These students were targeted because of their potential interest in being entrepreneurs, intrapreneurs or social entrepreneurs. In this sense, they are key stakeholders in the provision of entrepreneurship education. They are included as a source of information regarding the values, attitudes, needs and preferences of entrepreneurship students.

3.3.1 Selecting and contacting participants

Different methods of initial contact, participant selection, and data collection are employed in the research project depending on the target group. Group 1 consists of twelve successful Thai and Sino-Thai entrepreneurs, of whom the majority reside in Songkhla Province. The criteria for selection requires the entrepreneur's enterprise to have either been established within the previous five years or undergone significant expansion during the previous five years. Entrepreneurs potentially meeting these criteria were identified from various sources (business directories, newspaper articles, and personal contacts) and these potential participants were screened by asking whether they met either of these criteria.

From the resulting list of qualifying enterprise owners who agreed to be interviewed, interviewees were selected so as to include male and female entrepreneurs of both native Thai and Sino-Thai ethnicity. The Sino-Thais, although they retain a lively sense of identity and community, have also undergone a process of substantial intermarriage and assimilation into Thai society (Peleggi 2007). Because of this long history and the practice of intermarriage, the criterion for assigning entrepreneurs to either Sino-Thai or indigenous Thai groups depended upon their identity and community. Thus, potential participants were asked whether they felt that they had a Sino-Thai identity and whether they felt a sense of belonging to the Sino-Thai community. If they answered "yes" to both questions, they were assigned to the Sino-Thai group. Otherwise, they were assigned to the

indigenous Thai group.

Group 2, comprising lecturers in management, marketing, human resources management, accounting and industrial management in the Faculty of Business, were first contacted by means of a letter sent directly to each lecturer to introduce the study and invite participation. They were then contacted by telephone to answer any questions about the study and to schedule interviews.

To identify potential members of Group 3, undergraduate students in their final year in the Faculty of Business Administration at Hat Yai University, a letter was sent to the Dean of the Business Administration Faculty to introduce the study and request him to invite the participation of students. The Dean replied with a list of students whom he considered likely to be interested in the study. Students who expressed interest were given further information regarding the research and suitable times for interviews were arranged. Approximately twelve students in this group were interviewed.

3.4 Data collection

The data collection technique used in this research project is interviewing, a technique chosen in order to develop an in-depth understanding of the perspectives of key stakeholders and experts. Understanding entrepreneurship is less amenable to observational methods, since

entrepreneurship is not a day-to-day activity but a project or way of reacting to opportunities that takes place over months and years.

Merriam (1998) proposes that an interview structure can be located on a continuum ranging from the standardised, highly-structured interview characteristic of quantitative research to a completely unstructured approach, with the semi-structured interview in the middle. Johnson and Christensen (2008) refer to the semi-structured interview as the “*interview guide approach*”: the interview protocol, containing a list of open-ended questions, is followed as a guide, but the order or wording of the questions may vary, and responses are probed in order to develop greater depth and detail. It is this approach that is employed in this research project. A semi-structured style aims to avoid both the inflexibility and lack of response to nuance and depth associated with the structured interview and the potential for irrelevance and lack of focus that can occur in unstructured interviewing (Merriam 1998).

The interviewees were provided in advance with an outline of a proposed pedagogy for entrepreneurship at Hat Yai University. The proposed pedagogy was briefly summarised orally at the beginning of the interview. To assist the researcher in giving structure and focus to the initial interviews, an interview guide for each group was prepared (see Appendix 1). Before commencing the interviews, the participants were assured that all of their responses would remain confidential and that neither their names nor any

other detail that could identify them would be revealed to anyone but the researcher. This assurance is important for allowing the participants to speak freely. The promise of confidentiality as an ethical principle was also given. The interviews were designed to last up to 80 minutes each.

3.4.1 Recording interview data

The interviews were recorded on tape and transcribed verbatim. Following the procedure outlined by Sengstock (2009), the transcription occurred no less than 48 hours after they were recorded. The recordings were then replayed while the transcripts were re-read. This step was useful both for error-checking purposes and, as Sengstock (2009, p. 62) points out, to *“assis[t] the researcher to become fully immersed in the data”*. Consistent with the Australian research protocols approved by the CQUniversity Human Research Ethics Committee, interviewees were informed that the interview would be recorded and permission for recording was obtained before the interviews.

3.4.2 Interview questions

Interviews with the participants used a standardised set of questions, which were asked in order. The same questions (with appropriate individual prompts) were asked of all participant groups except for question 10, which

was only asked of the six Sino-Thai entrepreneurs in Group 3. Each of the questions is relevant to at least one issue of the evaluative framework.

The research interviews were guided by the following ten questions derived from the evaluative framework:

Question 1: Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (If yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

This question relates to the evaluative framework Issue 1: cultural mores and entrepreneurship. This question was asked only to Sino-Thai participants. The aim of this question is to determine whether Sino-Thai culture differed in its values from the broader Thai culture and, if so, whether Sino-Thai cultural values could be of value to developing entrepreneurship education pedagogy in Thai universities.

Question 2: What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

This question relates to the evaluative framework Issue 2: entrepreneurship

education pedagogy. The aim of this question is to permit the participant to evaluate the Case Study pedagogical model of entrepreneurship education and its appropriateness for Thai university education.

Question 3: What do you think of the Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

This question relates to the evaluative framework Issue 2: entrepreneurship education pedagogy. The aim of this question is to permit the participant to evaluate the Problem-Based Learning pedagogical model of entrepreneurship education and its appropriateness for Thai university education.

Question 4: What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

This question relates to the evaluative framework Issue 2: entrepreneurship education pedagogy. The aim of this question is to permit the participant to evaluate the Simulation pedagogical model of entrepreneurship education and its appropriateness for Thai university education.

Question 5: What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

This question relates to the evaluative framework Issue 2: entrepreneurship education pedagogy. The aim of this question is to permit the participant to evaluate connecting students with entrepreneurs as a pedagogical model of entrepreneurship education and its appropriateness for Thai university education.

Question 6: How might Thai universities assist students to network, to create social capital and to innovate?

This question is relevant to issue 2 of the evaluative framework: entrepreneurship education pedagogy. The aim of this question is to elicit perspectives on the social capital/networking and innovation aspects of entrepreneurship education and how these capacities might be developed in students within the Thai cultural context.

Question 7: Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

This question relates to the evaluative framework Issues 1 to 4. The aim of this question is to provide the participant with the opportunity to comment and to add perspectives not provided by the interview questions on any aspect of entrepreneurship education and pedagogy relevant to Thai university education.

Question 8: Do you think it is the role of Thai universities to teach entrepreneurship?

This question relates specifically to the evaluative framework Issue 3: Thai university pedagogy. The aim of this question is to permit the participant to elucidate the nature of Thai university education pedagogy as practised in the contemporary economic climate.

Question 9: Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

This question relates to the evaluative framework Issue 4: the global outlook of Thai universities. The aim of this question is to permit the participant to elucidate the relationship between Thailand's economic future and Thai university education. It allows participants to raise a number of potential issues and encourages conversation about the relevance of

university educational attainment to the Thai economy.

Question 10: What needs to change if Thai universities are to teach entrepreneurship?

This question relates to the evaluative framework Issue 5: factors impeding Thai universities. The aim of this question is to permit the participant to comment on the contemporary driving forces of Thai university education.

These research questions collectively aim to define entrepreneurship education pedagogy for Thai universities accounting for Thai university culture and Thai cultural mores. This is the overarching purpose of the qualitative inquiry specified in this Chapter.

3.5 Data analysis

The data analysis employed in this research project is founded on a number of practices commonly found in qualitative research. These include: the iterative approach, reflexivity, logging, coding and annotation, chunking, and validation.

Despite its flexibility and lack of a standardised methodology, qualitative data analysis is nevertheless systematic and rigorous (Berkowitz 1997).

Miles and Huberman (1994, p. 9) identify common processes in qualitative analysis which they refer to as “*a fairly classic set of analytic moves*”. They include the annotation of written data records with codes and reflections; the search for themes and patterns in the data; the adaptation of data collection methods and foci in the light of emerging themes and patterns; and the refinement of patterns and themes in the data into credible generalisations, which are then compared with current theory. This basic outline of the process of qualitative analysis is consonant with approaches described in Ritchie and Spencer (1994), Richards (2005), Fereday and Muir-Cochrane (2006), and Gay et al. (2009), although with somewhat different emphases.

Rather than rigidly apply a specific methodology arising from a particular discipline or set of political or philosophical commitments, analysis of data in this research project proceeded within a general qualitative tradition. The approach involves: an iterative approach to analysis and the data collection–analysis cycle; an awareness of the importance of reflexivity during analysis; the consistent use of annotations and memos to document the analytical process; the development and refinement of a coding system or ‘template’ to be applied to the data; and the use of charting or mapping schemes to develop and clarify key patterns and generalisations.

3.5.1 Iterativity

An iterative approach is a key characteristic of qualitative research. Berkovitz (1997, p. 42) characterises qualitative research as “a fundamentally iterative set of processes” involving:

“...a loop-like pattern of multiple rounds of revisiting data as additional questions emerge, new connections are unearthed, and more complex formulations develop along with a deepening understanding of the material.”

The analytical techniques identified above are typically applied cyclically, facilitating refinement and checking of concepts and conclusions and full immersion in the data (Gay et al. 2009). Older data records are regularly reviewed during this cycle so that they can be reread in the light of developing theory and new generalisations checked for validity (Richards 2005). The iterative nature of analysis also applies to the data collection-data analysis process. DiCicco-Bloom and Crabtree (2006) contend that data analysis should begin as soon as the first items of data are available, since emerging themes in the data may prompt additions or changes to interview questions and to data collection methods and sampling, although they caution that over-hasty changes based on premature analysis should be avoided.

In the analysis of the outcomes of this research project, an iterative

approach as described above was employed. Initial codes applied to the data were supplemented and refined as further themes in the data came to light. In addition, on the basis of memos and annotations made to the data in the very early stages, minor modifications were made to the interview technique to include further follow up questions where appropriate, especially regarding previous experience of the four pedagogical approaches discussed with the participants.

3.5.2 Reflexivity

In addition to iteration, qualitative research is characterised by reflexivity: a consistent pattern on the part of the researcher of critical reflection and appraisal of the data. Reflexivity relates to the researcher's own approach to analysis, the tentative conclusions being drawn, and the relationship of these to the research goals. For Patton (2001), reflexivity is the key to striking an authentic balance between objectivity and the inevitable subjectivity required by the interpretive nature of qualitative research. He lists three major foci of reflexivity: self-reflexivity (being aware of one's own biases and perspectives), reflexivity about participants (their sources of knowledge and authority, the influences on their worldview, their relationship to the researcher), and reflexivity about the intended audience of the research (their likely perceptions of and perspectives on the results, and how this affects one's own perceptions).

Srivastava and Hopwood (2009) contrast the tensions between the pre-existing worldview of the researcher, the goals of the research project, and the themes and concepts to be found in the data. The framework for reflexivity that these researchers derive from these tensions is particularly relevant to this research project since it is designed for research with a clearly defined goal. The framework involves three questions to be applied at every step of data analysis:

- (i) What is the data telling me? – including reflections on one's own theoretical and subjective perspective on interpretation;
- (ii) What is it I want to know? – making a connection to research objectives; and
- (iii) What is the dialectical relationship between what the data is telling me and what I want to know? – prompting the researcher to refine the analytical focus in the light of the first two questions and identify gaps in understanding (Srivastava & Hopwood 2009, p. 78).

This reflective framework was applied in the analysis of this research.

3.5.3 Logging

Another key practice in qualitative research is what Richards (2005) refers to as “*logging*”: a consistent habit of recording impressions, insights,

reflections, hunches, and changes in data collection and coding and their rationales as the analysis proceeds. Such records are informal and may take the form of annotations of the data or of memos (Richards 2005; Gay et al. 2009). Memos and annotations document the history of the study and the development of emerging themes and concepts, and their use is crucial to the credibility of conclusions (Richards 2005). They contribute to a trail of evidence (Fereday & Muir-Cochrane 2006) or audit trail (Sevenye & Robinson 2005) that can be used to document the data collection and analysis process and facilitate validity checks. Richards (2005) notes that memos are a key feature of qualitative methodologies and contribute to the identification of biases and the development of themes, while Miles and Huberman (1994) suggest that memo writing is also a useful discipline in the process of moving away from immersion in the particulars of the data to more general conceptual concerns. The use of memos as logs of themes and impressions was employed in this research project during the process of data analysis.

3.5.4 Coding and annotation

Qualitative research is also characterised by the practice of *coding* data. Coding is a form of analysis in which data is annotated with codes, which are:

“...tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study.” (Miles & Huberman 1994, p. 56)

The practice of coding is the key method by which data reduction occurs. It is a process which:

“...sorts, focuses, discards, and organises data in such a way that ‘final’ conclusions can be drawn and verified.” (Miles & Huberman 1994, p. 11)

Ritchie and Spencer (1994) contend that faced with a large, unstructured dataset, the researcher needs to be able to return to specific points in the data with ease and to aggregate data by theme into manageable chunks that can be examined, re-examined, and compared.

While coding, annotation and searching of data has traditionally been accomplished with pen, paper, scissors and filing cards, it is now increasingly handled with computer software (Savenye & Robinson 2005). Indeed, Richards (2005) states that reliance on computers has become the norm, and that researchers who do not take advantage of computerisation are imposing unnecessary restrictions on themselves.

This research project, therefore, employed the open-source TAMS Analyzer program for the annotation, sorting, and searching of qualitative data (Weinstein 2006). Codes were successively added to the data as analysis proceeded and used as a tool for making comparisons between groups and between thematic elements. Handwritten notes, however, were utilised for memos containing insights and reflections on the data and the analysis process.

The interview guide for this research project contained quite focused questions that reflect the theoretical background to the project, but there was very little theoretical background predicting the sort of responses that are likely to be encountered to these questions. Data coding in this research project thus followed the approach outlined by Ritchie and Spencer (1994) in which a provisional ‘thematic framework’ or nested index of codes is developed after a process of familiarisation (immersion, reflection, memoing, and re-reading) with data collected in the early stages of the project. The nested index contains a few broad general categories that in turn contain more specific codes.

Miles and Huberman (1994) observe that general codes typically tend to be more “*etic*” (reflecting the researcher’s theoretical background), and the specific codes more “*emic*” (conceptualised in terms of the participants’ point of view). In this research project, the earlier, more general and etic codes were in English while the later, more specific codes were often ‘in vivo’ codes in Thai.

As the analysis matured, the focus of the coding process began to shift towards shaping the themes and patterns already identified into a coherent whole. Throughout this process, the researcher remained immersed in the data – making a habit of reading and re-read both new and old data, as Fereday and Muir-Cochrane (2006) and Richards (2005) advise.

In the final stage of analysis when concepts and conclusions were refined and drawn, the codes were used for the process of “*chunking*” data (Crabtree & Miller 1999). “*Chunking*” refers to the collation of similarly-coded text which is then intensively re-read (in an ‘immersive’ style of analysis) to refine and check conclusions.

3.5.5 Validation

Richards (2005) recommends a process of checking data analyses against criteria of validity, where “*validity*” is a concept defined within the qualitative tradition rather than the statistical tradition of quantitative research. Richards summarises these criteria under the headings of saturation, focus, and sufficiency:

The criterion of *saturation* is met when the process of interpretation and analysis has been exhausted, with no new categories, concepts, or analytical insights emerging from repeated re-reading of data and critical re-

examination of conclusions;

The criterion of *focus* is met when there is clarity of understanding at all levels of analysis; and

The criterion of *sufficiency* is met when the analysis can be judged to be a credible and reliable account of the data. Criteria for judging sufficiency include simplicity, elegance, balance, and coherence; it also includes completeness and robustness – accounting for all the data, with nothing left unexplained or unconsidered. A final criterion for sufficiency is the extent to which the conclusions are comprehensible and useful to the expected audience of the research.

The analysis stage of this research project concluded with such a process in which gaps in the analysis were identified and filled.

3.6 Ethical considerations

Ethical clearance from the CQUniversity Human Research Ethics Committee was obtained prior to undertaking the data collection. Procedures for ensuring that ethical considerations arising from the research were addressed as outlined in the approved National Ethics Application Form were adhered to throughout the course of the research.

Participation in this research took place with the fully informed consent of all participants including permission to record the interviews. Participants were assured that their responses would remain anonymous through the removal of specific identifying information in any published research and strict data security practices. These assurances were followed carefully during the research interviews and analysis.

3.7 Conclusion

The qualitative approach to data collection and analysis was selected for the research project in order to conduct an open-ended inquiry capable of generating insights into entrepreneurship pedagogy at Hat Yai University. The research methodology involves semi-structured interviews with a diverse range of stakeholders related to entrepreneurship education pedagogy. The data derived from this research methodology is analysed and synthesised in Chapter 4.

Chapter 4

Results and Analysis

This chapter analyses the outcomes of the data collection phase of the research project. In this chapter, specific participants are referred to by group and number (for example, Lecturer 7, or Entrepreneur 3). Appendix 1 may be consulted for full interview transcripts.

Responses to the ten questions for each of three groups of research participants (entrepreneurs, lecturers, and students) are summarised in terms of the evaluative framework as detailed in Chapter 3, which specifies three key foci of investigation for this research:

- (1) The difference between native Thai and Sino-Thai cultural approaches to business and entrepreneurship and how these might impact on the design of entrepreneurship pedagogy at Hat Yai University;
- (2) The feasibility, advantages and disadvantages of four proposed pedagogical techniques (the Case Study Method, Problem-Based Learning, Simulation Games, and Local Community Involvement) for entrepreneurship education; and

(3) The role that Thai universities might play in the development of entrepreneurship for the development of the Thai economy by way of networks, social capital and student motivation.

The analysis of the responses to the interview questions follows the order of the questions in the interview guides except for questions vii and x, discussed in 4.2 below, as these pertain to the proposed pedagogical approaches. For each interview question, major themes identified in the data are elaborated and compared with entrepreneurship literature relevant to devising entrepreneurship pedagogy for Hat Yai University. Table 4.1 identifies the relationship between the themes of the evaluative framework, the interview questions and the key outcomes.

Themes	Question Relationship	Outcomes
Cultural mores and entrepreneurship	<p><u>Question 1</u>: Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (If yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?</p> <p><u>Question 7</u>: Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?</p>	<p>Family expectations and training</p> <p>Networking</p> <p>Risk</p> <p>Thrift, perseverance and hard work</p>

Question 2: What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Question 3: What do you think of the Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Question 4: What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Question 5: What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Question 6: How might Thai universities assist students to network, to create social capital and to innovate?

Question 7: Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

Advantages of the Case Study Method

- Critical thinking and analysis
- Creative problem-solving and decision-making
- The application of theory to practical situations
- Oral communication and independent thinking
- Ability to identify opportunities inherent in difficult situations

Disadvantages of the Case Study Method

- Time constraints
- Real-world situations
- Inconsistency with Thai cultural values

Advantages of Problem-Based Learning

- Coping with challenges and taking risks
- Independent research skills

Disadvantages of the Problem-Based-Learning

- Context
- Inconsistency with Thai cultural values

Advantages of Simulation Games

- Enjoyment and motivation

Disadvantages of Simulation Games

Advantages of Local Community Involvement

- Real-world experience
- Providing inspiration

Disadvantages of Local Community Involvement

- Inconsistencies with Thai cultural values

Networking and social capital development

- Developing networks and social capitals
- Innovation development
- Student start-ups
- Internships
- Local Community Involvement

Thai university pedagogy	<p><u>Question 7</u>: Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?</p> <p><u>Question 8</u>: Do you think it is the role of Thai universities to teach entrepreneurship?</p>	<p>Thai University pedagogy</p> <ul style="list-style-type: none"> • The potential to increase entrepreneurship • Independence and initiative
The global outlook of Thai universities	<p><u>Question 7</u>: Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?</p> <p><u>Question 9</u>: Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?</p>	<p><u>Global outlook</u></p> <ul style="list-style-type: none"> • Innovation and creativity • Alleviation of poverty • The importance of assisting society
Factors impeding Thai universities	<p><u>Question 10</u>: What needs to change if Thai universities are to teach entrepreneurship?</p>	<p><u>Factors impeding Thai universities</u></p> <ul style="list-style-type: none"> • Awareness of entrepreneurship education • Changes in pedagogy • Lecturer's entrepreneurial expertise • Restructure of the faculties of business

Table 4.1
The relationship between Research Questions and themes

The chapter concludes with a synthesis of these findings that lays the groundwork for the recommendations presented in Chapter 5.

4.1 Cultural mores and entrepreneurship

Six of the entrepreneur participants are Sino-Thai. These participants were asked the following question:

Question 1: *Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?*

All Sino-Thai participants distinguish between Sino-Thai and broader Thai culture and believe these differences are significant for explaining the disproportionate success of Sino-Thais in business and entrepreneurship. They identify the distinguishing features as: the degree to which family expectations and training prepare Sino-Thais for entrepreneurship; networking skills; the capacity to accept risk; thrift; perseverance; and the capacity for hard work.

4.1.1 Family expectations and training

Most of the Sino-Thai entrepreneurs speak of the importance of family ties, emphasising that they are grateful for the training and support that family members have given to them in their entrepreneurial careers. They assert that the desire to follow in the footsteps of previous generations of businesspeople is a significant motivator for them.¹ They also report that

¹ For example, see the response of Entrepreneur 3.

their families expected them to start their own businesses. For example:

“I grew up in a business family and watched my family doing business since I was young. My family often took me when they had business meetings. I remember that talking about business sometimes made them happy but sometimes made them serious. My family inspired me to be a business owner. Whenever I said I would like to have an expensive toy or a beautiful car as other children normally wish, my family would tell me that I needed to have my own business so that I could make a lot of money.” (Entrepreneur 4)

Some of these participants state that the training and encouragement that they received from their families gave them a belief in their own ability to succeed, which was a major asset in having the courage to innovate and start their own businesses. These participants believe that family support and encouragement for members who choose to engage in business is a typical Sino-Thai trait and important in Sino-Thai entrepreneurial success. The following response from Sino-Thai entrepreneurs regarding family training and encouragement in entrepreneurship is typical:

“When I was young, I helped my family with their business. My family told me about their problems, profits and successes. These situations encouraged me to think carefully about how to do business and motivated me to follow my family.”

(Entrepreneur 4)

It appears, then, that the entrepreneurial self-confidence inspired by many Sino-Thai families in their children is a significant factor in encouraging entrepreneurship among Sino-Thais. This is consistent with previous findings that self-efficacy is a strong predictor of entrepreneurial intentions (Zhao, Seibert & Hills 2005; Klyver & Thornton 2010), of positive attitudes towards opportunity and risk, and of perseverance in the face of failure or adversity (Krueger & Brazeal 1994).

One of the Sino-Thai participants mentions that it was common in Sino-Thai families for parents to discuss their business affairs in front of their children, providing them with plenty of opportunities to learn and think about business matters:

"I spent a lot of time with my family and they told me whenever they had some [business] news or problems and taught me about them. They took me to see every part of the business because they wanted me to learn everything about it. I remember my parents telling me that if I went into business like them, I would have good opportunities in my life and make a lot of money." (Entrepreneur 6)

Similarly, entrepreneur 2 says that she makes a point of discussing her business decisions with her young daughter so that she will become interested in and knowledgeable about entrepreneurship.

Such responses are consistent with Redding's (1993) finding that ethnic Chinese in South-East Asia frequently discuss business matters in social settings and within the family, thus educating the younger generation about business matters. It is likely that the early training given by many Sino-Thai families in business matters increases both interest in entrepreneurship among the younger generation and their entrepreneurial skills and knowledge.

The responses of both Sino-Thai and native Thai participants regarding typical Thai attitudes towards entrepreneurship in response to interview question 10 (see Section 4.7.1) contrast strongly with the responses discussed above. Participants believe that the aspirations of most Thai families for their children focus on employment in the government or large companies and that many Thai families view entrepreneurship as risky and uncertain. For example:

“Thai families are proud if their children work for government or a famous company. Thai families don’t encourage their children to start a new business because they would rather have their

children save money in a bank than take a risk by investing in a business.” (Entrepreneur 1)

For Thai families, the risks associated with entrepreneurship include losing face as well as losing money.² The contrast in viewpoints and expectations between Sino-Thai and native Thai families confirms the findings of Falck et al. (2009) that entrepreneurial intentions are strongly influenced by family background and of Klyver and Thornton (2010) that the “*cultural legitimacy*” of entrepreneurship is a significant factor in entrepreneurial intentions. It appears that Sino-Thai family attitudes towards entrepreneurship play an important role in the “*personal and social emergence*” of an entrepreneurial identity (Rae 2004, p. 494).

The research outcomes, then, suggest that Sino-Thai entrepreneurs tend to receive three major advantages as a result of their upbringing: training in making business decisions, confidence in their own abilities, and a positive attitude towards entrepreneurship as a career.

4.1.2 Networking

The most prominent theme in Sino-Thai participant responses is the importance of networking. The Sino-Thai participants contrast their

² See, for example, the response of Entrepreneur 4.

approach to networking with that of native Thai businesspeople, who they believe make only limited use of networks and do not spend much effort maintaining them.³ Participants assert that entrepreneurship courses should encourage students to establish useful relationships and gain access to networks that might help them in their entrepreneurship careers. A key theme in the responses of this group is the need for honesty and integrity in developing relationships of trust within one's business networks in order that the benefits of networking can be achieved.⁴ This emphasis on trust is consistent with social capital theory, in which trust-based relationships are considered to be vital in encouraging cooperation and lowering transaction costs (Kent & Anderson 2004).

The Sino-Thai entrepreneur participants note several benefits that networks might provide for entrepreneurs. Networking can enable rapid business growth by quickly locating customers and suppliers and by building the reputation of the business. For example, one participant states:

"Because I did not have the opportunity to study at school or university, when I started my own business I had to learn by doing. I remember that I was dependent on networking to expand my business and I learned from these people's experience and problems." (Entrepreneur 1)

³ See, for example, the response of Entrepreneur 3.
⁴ See, for example, the response of Entrepreneur 2.

In addition, networks facilitate access to credit and investors, not only because networks make it easier to locate investors and lenders, but also because personal contacts assist in establishing the reliability and good faith of businesspeople seeking funds.⁵

Another key advantage of networks for entrepreneurs, according to the Sino-Thai participants, is access to information. For example:

“When I started my business and needed to buy a suitable block of land, my friend helped me contact the land owner and gave me important information about the area.” (Entrepreneur 1)

This confirms Haley et al.’s (1998) contention that the ability to access information through personal contacts is especially important in the “informational void” of South-East Asian nations like Thailand. One key consequence of such access to information is that Sino-Thai entrepreneurs appear more aware of potential opportunities for innovation than native Thai entrepreneurs (as per the response of Entrepreneur 2).

Awareness of opportunities among Sino-Thai entrepreneurs may not solely be a result of better access to information, however. Some Sino-Thai entrepreneurs believe that Sino-Thai businesspeople not only have better

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For example, see the response of Entrepreneur 1.

access to information but are also more alert to opportunities and better able to judge their potential than native Thai entrepreneurs.⁶

The greater capacity to identify and evaluate opportunities attributed by these participants to Sino-Thais is significant given the widely-recognised centrality of opportunity recognition to successful entrepreneurship (Hills & Singh 2004). Participants do not offer any specifically cultural explanation for this characteristic, but it may be linked to what Rae (2004) refers to as “*contextual learning*” – learning from one’s social and cultural context through participation in social networks, which Rae found to be important for the development of opportunity recognition. It is possible, then, that the ability to identify and evaluate opportunities may be boosted by the Sino-Thai tendency to educate children about business matters and by their participation in social networks with other entrepreneurs.

These responses suggest that networking skills and access to networks are crucial determinants of success for entrepreneurs in Thailand but that native Thai students may lack these capacities in comparison to Sino-Thai students. This finding confirms the emphasis of Haley et al. (1998) on the importance of networking for the success of ethnic Chinese entrepreneurs in South-East Asia and of Unger’s (1998) contention that Thai culture places less value on “horizontal” cooperation (that is, cooperation within non-hierarchical groups or networks) than does Chinese culture. This

⁶ For example, see the responses of Entrepreneur 1 and Entrepreneur 3.

horizontal cooperation is an important source of competitive advantage for Sino-Thai entrepreneurs.

4.1.3 Risk

A difference between native Thai and Sino-Thai entrepreneurs noted by some participants concerns the degree of risk that Sino-Thai entrepreneurs are willing to accept. Sino-Thai entrepreneur participants consider that the excessive caution of Thai businesspeople causes them to forego opportunities for innovation in favour of following the lead of others who have already demonstrated the feasibility of a new product or business model. In contrast, they believe that Sino-Thais are more willing to take calculated risks and thus capitalise on opportunities.

The cautious approach attributed to Thai businesspeople may be a manifestation of what Hofstede (n.d.) refers to as “*uncertainty avoidance*”. Hofstede’s research suggests that Thailand as whole is characterised by a high level of uncertainty avoidance, with an Uncertainty Avoidance Index of 64 compared to the extremely low 8 of entrepreneurial Singapore and 29 for Hong Kong. Not all countries with ethnic Chinese majorities have such low scores, but it seems likely that the consistent adaptability of Chinese business methods in Thailand noted by Hamilton and Waters (1997) is associated with an acceptance of uncertainty and ambiguity. The

relationship between risk and uncertainty is clearly documented by Rodger and Petch (1999).

Several responses from Sino-Thai participants suggest that they are relatively comfortable with uncertain situations. This perception supports the contention of Dimitratos and Plakoyiannaki (2003) and of Segal et al. (2006) that the capacity to accept risk is a key entrepreneurial characteristic. Since such findings are disputed, however, and the evidence is conflicting (Low & McMillan 1988; Xu & Ruef 2004), the perception of these participants that native Thai businesspeople are more risk-averse may be a reflection of some other factor such as greater innovativeness or alertness to opportunity on the part of Sino-Thais. As stated above, alertness to opportunity may well be an important factor in encouraging innovation among Sino-Thai entrepreneurs.

Norton and Moore (2002) suggest that the conflicting evidence concerning risk acceptance among entrepreneurs may be explained by assuming that entrepreneurs seem more willing to accept risk not because they are less risk-averse but because they are in fact better equipped to assess the risk of innovation. If this is the case, the apparent willingness of Sino-Thai entrepreneurs to engage in risky innovation may derive from a superior ability to assess the risk involved as a result of access to information through networks or because of their exposure within the family to the process of business decision-making. In addition, as there is strong

evidence that perceptions of risk are moderated by self-efficacy (Krueger & Brazeal 1994), the encouragement and support provided by Sino-Thai families for entrepreneurship may also lower risk-averseness among Sino-Thai entrepreneurs.

To the extent that the greater capacity of Sino-Thai entrepreneurs to exploit opportunities is mostly a result of deep-seated aspects of culture or personality such as risk acceptance, opportunity recognition, or low uncertainty avoidance, it may be difficult to train native Thai students to achieve a similar capacity through pedagogical means. However, given that both the Case Study method and Problem-Based Learning provide practice in analysing ill-structured problems where full information may not be available and there is no unambiguously correct solution, it may be possible for native Thais to assume more risk through practice.

4.1.4 Thrift, perseverance and hard work

Another common theme in Sino-Thai participants' responses is the importance of saving money through thrift and prudent management.⁷ These participants consider thrift and prudence to be both particularly characteristic of ethnic Chinese people and significant factors in their success in business. For example, one participant (Entrepreneur 1) suggests that many new businesses in Thailand fail not because they are

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See the responses of Entrepreneurs 1 and 5, for example.

inherently inefficient or lack access to capital but because the owners spend their initial profits on luxuries and prestige goods without giving thought to the necessity of retaining sufficient reserve funds to deal with unforeseen contingencies. Other Thai businesspeople, this participant suggests, begin their careers in an entrepreneurial way but later cease trying to expand their businesses or to innovate because they spend their profits rather than reinvest them. Such spendthrift behaviour, for this participant, are symptoms of a very different attitude towards money than that of Sino-Thais.

Like Redding's (1993) ethnic Chinese informants, Sino-Thai participants link the importance of saving money to the responsibility for ensuring the financial security of one's family.⁸ They also considered that an appreciation of the values of working hard and persistence are particularly characteristic of ethnic Chinese people. Chinese businesspeople, they believe, continue to work hard on expanding their businesses even after they achieve success: for example, the response of Entrepreneur 1. Both Entrepreneurs 1 and 3 cite attitudes to holidays as an example: unlike native Thais, they state, Chinese people prefer to work even on holidays. Such responses are consistent with Redding's (1993) findings that diligence is a key value for Chinese culture and Unger's (1998) observation that ethnic Thais have a more relaxed attitude towards work than Sino-Thais.

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See the response of Entrepreneur 3, for example.

Sino-Thai participants also consider ethnic Chinese people to be particularly persistent in pursuing their goals.⁹ The value placed on perseverance in Chinese culture is also noted by Redding (1993). Perseverance as an attribute of Sino-Thai entrepreneurs is significant since there is good evidence that perseverance or tenacity is a major factor in entrepreneurial success, playing a crucial role in transforming creative innovations into profitable business ventures (Markman et al. 2002; Baum & Locke 2004).

4.2 Entrepreneurship education pedagogy

Almost all participants believe that entrepreneurship education has the potential to develop entrepreneurship skills. Skills to which appropriate pedagogy could contribute, according to participants, include analytical and problem-solving skills and the capacity for self-directed learning. For example, a student states:

“Teaching entrepreneurship at universities is a useful course both for encouraging students to be entrepreneurs and for improving students’ abilities to think independently, to analyse, and to solve problems whenever they face them.”

(Student 5)

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See, for example, the responses of Entrepreneurs 1 and 4.

Participants generally expressed highly positive attitudes towards the Case Study Method, Problem-based Learning, Simulation Games, and Local Community Involvement, although disadvantages and conflicts with Thai cultural values were identified.

4.2.1 The Case Study Method

Question 2: *What do you think of the Case Study Method of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?*

All participants express a positive attitude to the potential of the Case Study Method. Many possible advantages and relatively few disadvantages or inconsistencies with Thai culture are identified. Many of the participants have already had some experience with case studies, either as lecturers or as students.¹⁰ Those students who have had such experience express particularly strong approval.

Students who have studied using the Case Study Method report improvements in their ability to think critically and creatively. For example:

"I improved my ability to think deeply and carefully after I had done some case studies. I really want to study this way because

¹⁰

For example, see the responses of Students 7 and 9 and Lecturer 1.

my brain is not just following the lecture but also thinking and analysing.” (Student 4)

Students 2 and 6 state that they appreciated the experience of analysing real problems rather than simply analysing theoretical constructs and of evaluating potential solutions critically in a context in which “right” answers are inherently uncertain.

4.2.1.1 Advantages of the Case Study Method

Advantages of the Case Study Method identified by participants include its potential to develop the skills of critical thinking, creative problem-solving and decision-making; the application of theory to practical situations; oral communication and persuasion; trust in one’s own judgement; and the ability to identify the opportunities inherent in difficult situations.

4.2.1.1 (i) Critical thinking and analysis

Many entrepreneurs state that Thai students lack analytical and critical thinking skills because of their lack of practical experience while studying at university and see the Case Study Method as a potential means of

addressing this problem.¹¹

Lecturer participants also express a strong interest in the Case Study Method as an alternative to the lecture-based pedagogy that they describe as dominating the Thai education system. They link this pedagogy to a lack of critical thinking skills in Thai students and view the Case Study Method as a potential remedy for this problem. This theme is iterated in the responses of Lecturer 7 and of Lecturer 4, who states:

“The Case Study Method will do more to improve important skills for students than just listening every day to what the lecturers say. The problem for Thai students is that they can’t think outside the box when I ask them questions that are not covered in the textbook.”

This perception confirms that of Thai experts interviewed by Virasa et al. (2007) who also view a lack of analytical skills as an obstacle to innovation in Thailand.

Student participants, especially those who have already experienced the Case Study Method, also mention the development of analytical skills as a key advantage of case studies, a perception consistent with the results of

¹¹ Entrepreneurs 7 and 8, for example, hold this belief.

previous research into the effectiveness of the use of case-based learning (Krain 2010). For example, a student comments:

“With the Case Study Method, I don’t stop thinking when the class finishes. It pushes me to continue thinking and analysing the case until I understand it, which can develop my analytical skills for the next time.” (Student 9)

4.2.1.1 (ii) Creative problem-solving and decision-making

Another advantage of case studies identified by participants (mainly entrepreneurs and lecturers) is its potential to enable students to develop creative problem-solving skills. These responses indicate that the importance of creativity for entrepreneurship, a major theme in the entrepreneurship literature (e.g. Hamidi et al. 2008 and McAuley 1999), is clearly recognised by entrepreneurs in Thailand and by lecturers at Hat Yai University. Several participants mention the importance of generating novel solutions in the Case Study Method and the practice in innovative thinking that this activity provides. This is apparent in the responses of Lecturers 1 and 3 and of Student 2.

Participants suggest that using the Case Study Method for teaching entrepreneurship would enhance students’ ability to engage in innovative

entrepreneurship, not only by encouraging creativity but also by increasing students' confidence in their analytical, creative and decision-making skills – an advantage also noted by Stevenson (2002).

4.2.1.1 (iii) The application of theory to practical situations.

Several participants mention the potential for the Case Study Method to improve students' ability to apply their learning to real situations and to develop skills and experience in addition to theoretical knowledge.¹²

Entrepreneur 8 states:

“The Case Study Method could provide students with the experience to deal with situations that might arise in the future, so it's suitable for entrepreneurship education.”

Several lecturers emphasise the potential of the Case Study Method for improving analytical skills in practical contexts characterised by uncertainty¹³, an advantage also note by Garvin (2003). This is related to the use of “*ill-defined*” problems in the Case Study Method (Swanson et al. 2011), a feature shared with the problem-based learning pedagogy (Savin-Baden & Major 2005). Another lecturer mentions the potential for case studies to enable students to imaginatively experience new roles and

¹² See, for example, the response of Student 4.

¹³ See, for example, the response of Lecturer 5.

responsibilities, which he believes might prove useful for future entrepreneurs.

4.2.1.1 (iv) Oral communication and independent thinking

Several participants (mainly students and lecturers) suggest that the Case Study Method might provide valuable practice in expressing, discussing, and justifying opinions and analyses even when they differ from those of lecturers or other students. The potential improvement in students' communication skills is a significant benefit given the importance placed on communication skills as a component of entrepreneurial success by a number of successful entrepreneurs interviewed by Hood and Young (1993). Some of these participants add that the practice in expressing opinions and analyses could lead to greater independence of thought and confidence in one's own judgement. For example, Student 10 reports:

"The Case Study Method not only gave me practice in discussing the case with the teacher but also taught me to do things differently and that I can be as successful as other people."

The ability to think independently is related to another potential advantage noted by Lecturer 8, who states that the Case Study Method might

encourage life-long learning, establishing a *“long cycle of creating [students’] own knowledge and skills.”* Similarly, Lecturer 6 comments that: *“A bit of adaptation in the way you learn to think can have major consequences for your life.”*

4.2.1.1 (v) Ability to identify opportunities inherent in difficult situations.

Another advantage identified by several participants (mainly entrepreneurs and lecturers) is that the Case Study Method might enable students to learn to identify opportunities where others might only see chaos or confusion. Entrepreneur 9, for example, comments:

“The Case Study Method might make students more interested in doing something different from what everyone else is doing and to be able to take advantage of new developments.”

When analysing case studies, these participants note, students are able to see how a threat can become a new opportunity. As a result, they might develop the ability to take necessary risks. This is similar to a point made by Stevenson (2002), who states that the Case Study Method provides students with constant practice in identifying opportunities even in difficult situations.

The advantages of the Case Study Method advocated by the participants thus relate directly to the skills required for a successful entrepreneurial career. The fact that many lecturers and students have had experience with the Case Study Method indicates that much of the positive appraisal of the Case Study Method expressed by both lecturers and students derives from direct experience. It also indicates that lack of familiarity with the Case Study Method on the part of lecturers and students at Hat Yai University is unlikely to pose a major problem for its incorporation as a prominent feature of pedagogy.

4.2.1.2 Disadvantages of the Case Study Method

Participants identify two main disadvantages of the use of the Case Study Method in Thai universities: the time-consuming nature of case studies for both students and lecturers, and the difficulty of ensuring that case studies reflect real-world situations.

4.2.1.2 (i) Time constraints

Several participants (mainly lecturers and students) point out that students might have to spend a great deal of time reading cases and trying to understand the key points, especially because the Case Study Method

would be unfamiliar to most of them.¹⁴

Some lecturers emphasise the importance of scheduling the times for case studies so that students have adequate time to prepare. Students in Thai universities typically spend a great deal of time memorising course materials to prepare for examinations. Thus, if the use of the Case Study Method redirects students' efforts from memorising course material to actively applying concepts from the course to realistic cases, students would be using their study time in a manner far more beneficial to them in the long term.

4.2.1.2 (ii) Real-world situations.

Many participants (mainly students) mention the possibility that out-of-date case studies which do not reflect current conditions might be used because of the convenience for lecturers of using published case studies regardless of their currency or relevance. Indeed, some of the participants who have experienced either teaching or learning with the Case Study Method report that out-of-date case studies are sometimes used.¹⁵ Responses suggest that lecturers employing the proposed entrepreneurship pedagogy need to select cases with care, even if this process is time-consuming.

¹⁴ See the response of lecturer 2, for example.
¹⁵ See the response of Student 4, for example.

Another potential problem is identified by Entrepreneur 8, who believes that case studies might lead students to adopt a simplistic approach to problem-solving. However, the Case Study Method, as formulated by the Harvard Business School, involves the use of cases characterised by *“imperfect knowledge, ambiguous evidence ... and the lack of a right-wrong or yes-no answer”* in order to resemble typical problems encountered in business and management (Steiner & Laws 2006). The use of such cases, and the recognition of ambiguity and multiple valid responses to problems by lecturers, should prevent the formulaic, simplistic approach that this participant envisages. However, there is a danger that both case writers and lecturers using the case method may overemphasise theoretical analysis and de-emphasise the ambiguity that is so central to the Case Study Method (Gendron 2004). Thus, it is crucial that lecturers understand and implement the key principles underlying the Case Study Method so that cases remain realistically ambiguous.

4.2.1.2 (iii) Inconsistency with Thai cultural values

Several participants (mainly lecturers and students) think that the Case Study Method might face some resistance because it is so different from the approach that students and teachers are used to. These participants point out that case studies may be difficult for Thai students who have little practice in expressing opinions and critical thought and who lack self-confidence. For example, a student reports:

“It is difficult for me because I don’t like asking questions. I’m not confident sharing ideas with other people because I’m shy and fear that my questions will sound stupid and not smart like others’ I’m more used to note-taking and listening than self-learning.” (Student 4)

Participants contend, however, that as students gain more experience with case studies they should improve these abilities and become more confident.

The Case Study Method, as practised in Western countries, involves assertive expression and defence of students’ analyses of the case. The Thai cultural value of *“kreng jai”*, or consideration of the feelings of others, however, typically inhibits the criticism of others’ ideas and even the expression of ideas that conflict with those of others. This value applies even in academic contexts where Westerners would expect robust discussion and disagreement (Cornwall 2006). This point is noted by several students and lecturers.¹⁶

Thus, introducing the Case Study Method to Hat Yai University students is likely to require a great deal of tact and sensitivity on the part of lecturers, who may need to adopt a strategy of gradually encouraging the students to be more forthright with their opinions over time. Nevertheless, the fact that

¹⁶

See, for example, the response of Lecturer 3.

the Case Study Method has already been used at Hat Yai University and has met with approval by students who have experienced it indicates that a degree of debate and open discussion is possible among Thai students. Indeed many participants (mostly students but including some lectures and entrepreneurs) think that although the assertiveness required by students in the Case Study Method might initially make them feel uncomfortable, this assertiveness and confidence in one's own analysis would be a useful personality trait in any future entrepreneurial career.

4.2.2 Problem-Based Learning

Question 3: *What do you think of the Problem-Based Learning approach for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?*

Nearly all participants believe that Problem-Based Learning is a potentially valuable pedagogy. Many advantages and some disadvantages are identified. Some participants have already had experience with Problem-Based Learning either as lecturers or as students. Lecturers with such experience believe that Problem-Based Learning develops abilities in students that are useful for entrepreneurship. Students who have experienced Problem-Based Learning report that they enjoyed it and that it has led to improvements in their ability to think independently and

creatively.¹⁷

Nearly all entrepreneur participants express a positive attitude towards the concept of Problem-Based Learning, believing that it should enable students to practise many important entrepreneurship skills. They particularly approve of the emphasis on solving problems. Many state that their own success in entrepreneurship depends to a large extent on their ability to solve problems of various kinds. For example, Entrepreneur 7 remarks:

“It’s really a good idea to use problem-based learning with entrepreneurship teaching because entrepreneurs need to understand the problems that might occur in their businesses regardless of how difficult the problems are.”

In general, the entrepreneur participants believe that entrepreneurship pedagogy should be practical rather than theoretical. Several entrepreneurs believe that the Problem-Based Learning methodology seems to be more practically-oriented than the Case Study Method.

4.2.2.1 Advantages of Problem-Based Learning.

¹⁷

See, for example, the response of Student 10.

Participants identify two main advantages of Problem-Based Learning: its potential to enhance the ability of students to take risks and cope with challenges and its potential to develop independent research skills in students.

4.2.2.1(i) Coping with challenges and taking risks

Most participants, especially entrepreneurs, feel that Problem-Based Learning prepares students to manage risks and deal with challenging real-world situations in which they cope with novel problems. They consider that problem-based learning provides practice in addressing problems independently and adapting problem-solving approaches to suit particular situations.¹⁸

Many participants observe that real problems are often complex and difficult to solve and that students thus need to develop critical and analytical skills. Furthermore, several entrepreneurs and lecturers believe that the problem-based learning approach would train students to identify opportunities inherent in problems.¹⁹ Taking advantage of this possibility in the Problem-Based Learning methodology would require alertness on the part of the facilitator to such opportunities so that they encourage students to recognise and explore them.

¹⁸ See, for example, the response of Entrepreneur 7.
¹⁹ See the response of Lecturer 3, for example.

4.2.2.1(ii) Independent research skills

Several participants (mainly lecturers and students) identify the practice in independent research skills provided by Problem-Based Learning as a key advantage. They suggest that Problem-Based Learning might encourage students to realize the importance of critical evaluation and provide practice in locating reliable and relevant information. Some participants express the view that the ability to research independently would enable students develop their own ideas and eschew copying.²⁰ Such responses are consistent with research indicating that Problem-Based Learning enhances self-directed learning skills (Smith 2005) and that the up-to-date knowledge base that such skills facilitate in turn facilitates entrepreneurial innovation (Ko & Butler 2007).

Student 11 reports his experience of problem-based learning as both reinforcing existing knowledge and serving as a stimulus to learning new concepts with enhanced comprehension because the knowledge is applied to a realistic situation. This perception is consistent with research demonstrating that knowledge retention is improved by explaining that knowledge to others, as occurs in the initial stages of the Problem-Based Learning method, and that new knowledge that has been applied to a problem is more easily remembered when a later, similar problem is encountered (Norman & Schmidt 1992;

²⁰

See the response of Student 11, for example.

Gijselaers 1996).

Although the cross-disciplinary aspect of Problem-Based Learning (Barrows 1996; Jonassen & Hung 2008) was not explained to interviewees before the interviews, several participants note that solving realistic problems often requires combining concepts from more than one discipline.²¹ These participants believe this to be a good preparation for the often multi-faceted real-world problems faced by entrepreneurs, as noted by Barrows (1996).

4.2.2.2 Disadvantages of the Problem-Based-Learning

4.2.2.2 (i) Context

Some participants (mainly lecturers) believe that students might have difficulty understanding what they are studying without the context being provided by lectures.²² This is especially likely given the prior educational experience of Thai students, which is highly teacher-centred. Another potential difficulty identified by some participants concerns the possible irrelevancy of problems removed from the Thai context. This suggests the importance of curricula that focuses on problems faced by Thai entrepreneurs regardless of how time-consuming this might be for

²¹ See, for example, the response of Lecturer 10.

²² See, for example, the response of Student 2.

lecturers. The building of personal links between the entrepreneurship unit/department and local entrepreneurs, as suggested in Chapter 2, is relevant here.

4.2.2.2 (ii) Inconsistency with Thai cultural values

Several participants (mainly lecturers) believe that the Problem-Based Learning might be difficult to implement because Thai culture does not prepare students or lecturers for learner-centred pedagogies. They describe the Thai education system as dominated by teacher-centred pedagogy in which students are expected to commit to memory the knowledge presented to them. They suggest that because this pedagogy is premised on the role of the teacher as a highly respected source of knowledge, the idea that useful knowledge can be generated by students is difficult for lectures and students to accept. As a result, they suggest, Problem-Based Learning might encounter some resistance from both lecturers and students.²³

Others suggest that respect for the lecturer inhibits students from expressing their own insights when such insights conflict with those of the lecturers.²⁴ Further, some participants suggest that students might be

²³ See, for example, the response of Lecturer 3.
²⁴ See, for example, the response of Student 8.

confused about what they need to do;²⁵ others contend that students might lack the responsibility and initiative necessary to cope with self-directed research.²⁶ However, these participants believe that students will build confidence in their ability to learn independently. Another aspect of Thai culture that might impede Problem-Based Learning noted by several participants is the conservatism of Thai culture, which might result in Problem-Based Learning being seen as too different from existing pedagogies to work effectively.²⁷

On the other hand, many participants respond to this question by stating that although aspects of Thai culture may make it more difficult for students to adapt to Problem-Based Learning, the use of such a pedagogy might encourage entrepreneurial characteristics in students including perseverance, a willingness to think differently, and confidence in their own judgements²⁸ – traits which are not emphasised as important values in Thai society. Such entrepreneurial traits (Russell 2005) are more typical of individualistic societies in the West (Oyserman 2006).

4.2.3 Simulation Games

Question 4: *What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages?*

²⁵ See, for example, the response of Lecturers 11 and 12.

²⁶ See the response of Lecturer 3, for example.

²⁷ See the response of Student 6, for example.

²⁸ See the response of Lecturer 5, for example.

Do you see any disadvantages? Is it consistent with Thai cultural values?

All participants express approval of the use of the Simulation Games. None mention any inconsistencies with Thai culture. Participants report that simulation learning has already been trialled in the business faculty at Hat Yai, and some of the student participants in this research have taken part in this trial. Lecturer 9 was responsible for overseeing the program, which utilised a software package purchased from an American company. This lecturer considers that the trial was a success in that it provided students with practical experience in starting their own businesses and taught them the importance of considering multiple factors when operating a business such as cash flow, planning, organisational issues and monitoring competitors.

Students who took part in the trial appreciate the opportunity it provided to learn from failure and success. They believe the experience improved their business skills and changed the way they thought about running a business.²⁹ On the other hand, some students comment that the lack of computer experience, especially with computer games, prevented them from involvement in the simulation.³⁰

It appears that lack of information technology skills may be an obstacle to successful utilisation of computer-based simulations at Hat Yai University.

²⁹ See, for example, the response of Student 11.
³⁰ See the response of Student 12, for example.

Entrepreneurship pedagogy will have to account for this obstacle and take steps to ensure that students are sufficiently familiar with information technology before they begin learning using computer-based Simulation Games.

Other students express interest in the idea of non-computer-based Simulation Games, such as the negotiation game described in Chapter 2, commenting that such activities seem closer to the real experience of entrepreneurship because they include human interactions.³¹

4.2.3.1 Advantages of Simulation Games

The key advantages of the Simulation Games identified by participants are the opportunity it provides for learning from successes and failures and its enjoyment and consequent capacity to boost motivation.³² Most participants consider the use of Simulation Games potentially valuable because it enables students to learn from their mistakes and so generate new ideas for starting and developing businesses and avoiding failure. It is better, they believe, to make mistakes and experience failure during a simulation than to do so when setting up one's own business.³³

³¹ See, for example, the response of Student 6.

³² See, for example, the response of Student 12.

³³ See, for example, the response of Student 12.

Students report that the game enabled them to repeatedly trial different strategies for different situations until they found the most effective one. These responses confirm the findings of Honig (2004) and Ahn (2008) that the facilitation of learning by trial and error is a key benefit of Simulation Games for teaching entrepreneurship.

Other potential positive outcomes of Simulation Games identified by participants include teaching students to think about the consequences of their actions, making students aware of the importance of managing resources and the organisation of their business, and providing practice in strategic thinking skills and in the application of a broad range of problem-solving strategies.³⁴

Some participants also suggest that Simulation Games would be a useful means for students to test their understanding of concepts taught in their course. For example, a lecturer suggests:

“This game might be able to test students’ understanding of their courses.” (Lecturer 11)

Many participants consider that Simulation Games are able to replicate real-world situations well, thus providing students with a certain degree of entrepreneurship experience while still at university. Student participants

³⁴

See, for example, the response of Lecturer 3.

who have taken part in the trial computer-based simulation game at Hat Yai University report that the game seemed realistic and presented them with complex problems as well as analytical challenges.³⁵

Students appreciate the opportunity that the Simulation Games provide for repeat feedback about their simulated business decisions and the opportunity to draw conclusions about business strategies for themselves rather than relying on instruction from lecturers.³⁶

4.2.3.1(i) Enjoyment and motivation

Most participants, especially students, identify the enjoyment of Simulation Games as a major advantage and point out that enjoyable learning increases motivation.³⁷ Another repeated comment by students is that they often find lectures to be boring, which discourages them from studying hard or paying full attention. For example:

“I’d like to learn something different and interesting to increase my interest in study. I study with the lecture everyday. It’s OK, but I’m bored.” (Student 5)

³⁵ See, for example, the response of Student 12.

³⁶ See, for example, the responses of Students 10 and 11.

³⁷ See, for example, the response of Student 8.

Several participants suggest that the enjoyable nature of Simulation Games might inspire students to start new businesses.³⁸

4.2.3.2 Disadvantages of Simulation Games

One disadvantage of the Simulation Games identified by participants is that most commercially-available software for such games is in English, which makes them difficult to use by Thai students whose English is poor. For example, one student reports:

“I spent a lot of time trying to understand the meaning of English words - because I’m used to learning in Thai.” (Student 10)

However, this disadvantage may be compensated for to some extent by the opportunity to improve English skills:

“It was difficult for me because it was in English, but I enjoyed it because I got the chance to guess and remember academic words.” (Student 11)

Many participants believe that it is necessary for lecturers to understand a

³⁸

See, for example, the response of Student 11.

particular simulation game well and to have some knowledge and experience of teaching Simulation Games in order for the exercise to be beneficial for students.³⁹

In addition, many participants suggest that the complexity and difficulty of Simulation Games might make them more suitable for later years of the undergraduate programme. For example, a student suggests:

“I think this game should be available for students in the fourth year because they are likely to be more able to think deeply about it than students in the first two years.” (Student 2)

Indeed, students who have had experience with the Hat Yai trial of the simulation game report that they found the game difficult as well as enjoyable.⁴⁰ Thus, the difficulty of the game can be an advantage as well as a problem.

4.2.4 Local Community Involvement

Question 5: *What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages?*

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See, for example, the response of Student 9.

⁴⁰

See, for example, the response of Student 12.

Do you see any disadvantages? Is it consistent with Thai cultural values?

All participants express a positive attitude to the potential of connecting with entrepreneurs. Many possible advantages are mentioned and relatively few disadvantages or inconsistencies with Thai culture are identified.

Initiatives designed to connect students with entrepreneurs have already taken place at Hat Yai University and some student participants have taken part in them. Students who have had such experience with entrepreneur speakers or seminars express particularly strong approval.⁴¹ Students report that meetings with entrepreneurs helped them understand aspects of entrepreneurship such as planning, organising, overcoming obstacles, starting businesses and identifying business opportunities.⁴²

4.2.4.1 Advantages of Local Community Involvement.

Advantages of this strategy noted by participants include its potential to provide students with the benefits of real-world experience, to provide inspiration, and to form a basis for networking for future entrepreneurial careers.

⁴¹ See, for example, the response of Student 9.
⁴² See, for example, the response of Student 9.

4.2.4.1 (i) Real-world experience

All participants feel that it is useful to provide students with the opportunity to discuss potential business problems with entrepreneurs because entrepreneurs are able to speak from personal experience. For example, one student comments:

“I like to meet and talk with entrepreneurs because they can teach me things that I would never learn from lectures – about how the world works. This might enable me to prepare myself to adapt to changing situations.” (Student 4)

Participants emphasise the value of entrepreneurs as a source of real-world experience and up-to-date business information. Some participants believe that students might be more interested in sharing ideas with entrepreneurs and asking them questions rather than listening to lecturers who have not had first-hand experience of entrepreneurship.⁴³

Some student participants also suggest that learning from a variety of perspectives presented by different entrepreneurs from small and large businesses would give them a more rounded view of entrepreneurship and an understanding of the different strategies that might be used at different

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See, for example, the response of Student 5.

stages of business growth.⁴⁴

4.2.4.1 (ii) Providing inspiration

Most participants (especially students) believe that the strategy of connecting with entrepreneurs might inspire students to be entrepreneurs. Participants suggest that meetings with entrepreneurs might generate a positive attitude towards entrepreneurship that would give students the optimism, courage and determination necessary to start an innovative new business. Student 10 suggests that meeting a variety of entrepreneurs with different experiences helps to make the goal of owning her own business seem more realistic. Student 8 has had the experience of listening to an entrepreneur speak at a seminar at Hat Yai University. She comments:

Now, after listening to the entrepreneur speak, I would rather ask myself what kind of businesses I would like to start after I graduate than focusing on applying for a job with a company.”

These responses are consistent with Jack and Anderson’s (1999) and Nab et al.’s (2010) findings that the experience of meeting entrepreneurs can supply students with valuable role models, inspiring them and encouraging them to identify with entrepreneurs.

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See, for example, the response of Student 5.

4.2.4.2 Disadvantages of Local Community Involvement

Participants believe that the strategy of connecting students with entrepreneurs has potential difficulties and disadvantages. One obstacle identified is that it might be difficult to find entrepreneurs willing to come to speak with students at universities. Some participants comment that entrepreneurs might be too busy or be reluctant to reveal details of how their business is run or of past experiences or failure.⁴⁵ Another obstacle they identify is that because some entrepreneurs might not have experience in public speaking or talking with students, they might not communicate their ideas well.⁴⁶

Student 5, who has experienced a seminar to which an entrepreneur was invited, recalls that the seminar was overly formal and seemed to concentrate on the needs of the visiting entrepreneur rather than the needs of students. Other students suggest that meetings with entrepreneurs at seminars with a very large audience makes it difficult to ask questions or share ideas.⁴⁷

Although most students believe that meeting entrepreneurs can provide encouragement and inspiration to students, many students comment that if the entrepreneurs seem too different from students in lifestyle or social or

⁴⁵ See, for example, the response of Lecturer 4.

⁴⁶ See, for example, the response of Entrepreneur 7.

⁴⁷ See, for example, the response of Student 6.

financial circumstances, it might actually discourage students because the students may not be able to identify with the entrepreneurs and so conclude that entrepreneurship is only an option for those with privileged backgrounds or special talents.⁴⁸ Conversely, meeting successful entrepreneurs with a similar background to the students could be very inspiring.⁴⁹

4.2.4.2 (i) Inconsistencies with Thai cultural values

Some participants, mainly lecturers and students, believe that because the Thai education system and Thai culture place more emphasis on listening to superiors than discussing or sharing ideas, asking questions and discussing ideas with visiting entrepreneurs might be difficult for Thai students.⁵⁰

4.3 Networking, social capital, and innovation

Question 6: *How might Thai universities assist students to network, to create social capital, and to innovate?*

Although participants generally agree that networking, creating social capital and innovation are important skills for entrepreneurship, only a

⁴⁸ See, for example, the response of Student 9.

⁴⁹ See, for example, the response of Student 4.

⁵⁰ See, for example, the response of Student 9.

minority offer suggestions concerning how universities might assist students in developing these skills.

4.3.1 Developing networks and social capitals

Many participants, especially entrepreneurs, comment on the necessity of networking for entrepreneurial success. Confirming the contention of Haley et al. (1998) and Unger (1998) that ethnic Chinese businesspeople in South-East Asia owe much of their entrepreneurial success to their ability to form effective trust-based networks, all six of the Sino-Thai entrepreneur participants express strong agreement with the idea that networking skills are crucial for entrepreneurial success. Native Thai entrepreneurs also agree with this notion, but the majority do not emphasise the point or elaborate on it.

Sino-Thai participants note that networks can provide access to advice, information and experience which can be crucial for the success of an enterprise but which is not available in any other way.⁵¹ Such advice and information, according to Sino-Thai participants, is particularly useful for managing the inherent risks of entrepreneurship.⁵² Other advantages of networks mentioned by participants include facilitating access to sources of finance and promoting word-of-mouth marketing.⁵³

⁵¹ See, for example, the response of Entrepreneur 1.
⁵² See, for example, the response of Entrepreneur 5.
⁵³ See, for example, the response of Entrepreneur 1.

Interestingly, Entrepreneur 7 states that his overseas business network, which includes several Americans, has been particularly important for his business success and that their advice regarding differences in culture and business practices between Thailand and the USA is of great value for doing business in the United States. As a result, he recommends cross-cultural training for entrepreneurship students.

Since cross-cultural expertise is vital for Thais engaged in international business (Niffenegger et al. 2006), the suggestion that social contacts between entrepreneurship students and foreigners be encouraged is worthy of consideration. Such contacts might be enhanced by the inclusion of cross-cultural communication issues in the entrepreneurship curriculum.

Most participants consider that the study of networking and social capital should be beneficial for students in their future entrepreneurial careers.⁵⁴

Some participants also mention the importance of developing negotiation skills that could be used in a wide variety of future business relationships with business partners and clients.⁵⁵

This attitude is consistent with the analyses of Hindle (2007) and Jack and Anderson (1999), who emphasise the importance of including social capital

⁵⁴ See, for example, the response of Entrepreneur 7.
⁵⁵ See, for example, the response of Entrepreneur 8.

skills in the curriculum of Western entrepreneurship education. Specific suggestions included encouraging students to work part-time for entrepreneurs and to attend meetings of small business owners' groups.⁵⁶ Such activities might form the basis of "*live case studies*" or in-depth, research-based case studies involving Problem-Based Learning as suggested by Katz (1995).

Several participants (mainly entrepreneurs and lecturers) suggest that Thai universities need to network with successful business owners, entrepreneurs, and universities in Thailand and internationally in order to develop innovative curricula as an example for students.⁵⁷

In addition, some participants (mainly lecturers and students) suggest that entrepreneurship classes might form the basis of useful networks for future entrepreneurs and perhaps generate potential partnerships and joint ventures. The suggestion by several participants that assignments requiring interaction with other students across university departments be utilised in order to develop networking skills might assist in this regard.⁵⁸

Entrepreneur 1 suggests setting up an entrepreneurs' club at the university to encourage networking and the sharing of ideas among students. He comments that his twenty years of experience doing business with Sino-

⁵⁶ Lecturer 6.

⁵⁷ See, for example, the response of Lecturer 10.

⁵⁸ See, for example, the response of Lecturer 5.

Thais has shown him that social meetings such as clubs and after-work get-togethers are very important ways to build and maintain networks and to exchange information. This participant suggests that the entrepreneurs' club might provide the opportunity for students to chat, build relationships, and exchange ideas and experience in a relaxed atmosphere. Such a club, he believes, might not only encourage networking but also maintain interest in entrepreneurship among the students who attend and promote creativity by encouraging the discussion of novel business ideas.

Indeed, entrepreneurship clubs have successfully been established at several universities around the world. The Harvard Business School Entrepreneurship Club (n.d.), founded in 1994, is one prominent example. Chulalongkorn University in Thailand recently established a High Technology Entrepreneurship Club (2011). These clubs, as well as providing a social forum, regularly invite successful local entrepreneurs to address students. Blessing et al. (2007), describing the Milwaukee School of Engineering's Entrepreneurship Club, contend that such clubs deliver high value for money from the universities' point of view, as they require very little financial assistance from the university while the promotion and management of the club provides students with practice in entrepreneurial skills. The establishment of a student-run entrepreneurship club might thus be a useful method to encourage student entrepreneurship at Hat Yai University.

Entrepreneur 2 also suggests that the entrepreneurs' club should have an Internet presence given the increasing importance of the Internet for communication. This might enable entrepreneurial students to maintain contact and share ideas even if they are not able to attend club meetings. It could also serve as a forum to connect students in the business faculty with students in faculties such as engineering who may have developed innovative technologies but lack the knowledge or confidence to commercialise them. Furthermore, it has the potential to link students with practising entrepreneurs or social entrepreneurs who might serve as a source of inspiration for students.

In general, the responses regarding networking and social capital elicited by this question support the proposal that the curriculum and pedagogy of the proposed entrepreneurship course at Hat Yai University should include elements and activities designed to increase awareness of social capital, develop networking skills, and encourage the integration of students into social networks in the university and the local business community, as suggested by Jack and Anderson (1999) and Katz (1995). The responses of the entrepreneur participants suggest that the role of social capital in entrepreneurial success is very important. Both lecturers and students express very positive attitudes towards proposals to incorporate networking skills into the curriculum and pedagogy.

4.3.2 Innovation development

Lecturers and entrepreneurs emphasise the importance of innovation. Some participants (mainly entrepreneurs and students) suggest that students could be taken on excursions to visit innovative businesses in Thailand and perhaps overseas. They contend that such experiences might inspire students to innovate and provide fresh perspectives concerning the forms that innovation can take.⁵⁹ Another suggestion is to hold competitions for developing innovative business ideas or products within the university and across multiple universities.⁶⁰

Lecturer 6, noting the interest of corporations in student innovations, suggests that links be established between universities and corporations in order to create an environment of innovation within universities. This lecturer proposes showcasing innovations produced by university students on a television show that would link students with sponsors and assist in the promotion of the innovations. Such a show, he believes, would increase awareness of and interest in innovation and entrepreneurship among students.

Several lecturer participants suggest that pedagogy to enhance innovation and creativity be practised.⁶¹ This suggestion is consistent with the call for innovation in entrepreneurship pedagogy by Arvanites et al. (2006).

⁵⁹ See, for example, the response of Student 6.
⁶⁰ See, for example, the response of Student 4.
⁶¹ See, for example, the response of Lecturer 10.

4.4 Three practices

Question 7: *Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?*

Three themes emerge in response to this question: first, student start-ups; second, an internship or regular interaction with local entrepreneurs; and third, contact with foreign entrepreneurs. It is notable that experiential learning is a key feature of these suggestions. Most participants emphasise the importance of practical experience and learning by doing in entrepreneurship education. Hence, several lecturers and entrepreneurs advocate the establishment of a university “*entrepreneurial environment*” in order to prepare students adequately for entrepreneurship.⁶²

4.4.1 Student start-ups

Some participants advocate students learn by practice at universities, forming small companies that are fully managed by students.⁶³ Many participants who make this suggestion envision a system in which students raise money, create companies, manage them and compete in student-organized exhibitions. Universities would provide office space and a limited amount of capital and reward students who participate effectively in these

⁶² See, for example, the response of Lecturer 10.

⁶³ See, for example, the response of Entrepreneur 8.

businesses. One lecturer suggests:

“Universities should prepare a place for students and make it available for rent so that students can set up any businesses they want at university to provide new opportunities for both students and the university to make money, raise awareness of entrepreneurship and provide experience.” (Lecturer 8)

According to participants, the advantages of entrepreneurial start-ups involve the opportunity to learn from success and failure, to solve real-world problems under conditions of uncertainty, and to experience the excitement of taking responsibility for an innovative venture which some participants believe might motivate students to engage in entrepreneurship after graduation.⁶⁴

This “*Project-Based Learning*” to teaching entrepreneurship accords with the experiential, “*learning by doing*” tradition (Vincent & Farlow 2008). Learning by doing encourages self-directed research, learner autonomy and collaboration, which enhance learning by providing context and relevance (Savage et al. 2007). Ventures that are not guaranteed to succeed provide experience of managing risk and failure. This is significant given evidence that entrepreneurs with prior start-up experience, whether successful or not, have better organisational and decision-making skills in uncertain situations

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See, for example, the response of Lecturer 3.

than first-time entrepreneurs (Politis 2008) and greater ability to identify new opportunities and adapt to new market conditions (Westhead et al. 2005). Indeed, two participants (a student and an entrepreneur) suggest that this experience might influence subsequent behaviour and psychological traits in way that could make students more successful entrepreneurs in the future. This suggestion is consistent with Gundry's (1996, p. 336) definition of experiential learning as *"learning that draws on structured behavioral activities to teach complex affective, cognitive, and behavioral concepts"*.

Lecturers and students at Hat Yai University report that these kinds of activities already exist in the Faculty of Business Administration, and most students involved report positive experiences. However, some students suggest that while these activities provide practical experience, they do little to encourage innovation and creativity because they usually involve start-up businesses based on well-tried, familiar models. For example, one student reports:

"I had experience of starting a business at university. It was good practice but I wish the university had encouraged me to be more innovative and creative rather than doing the same business that all the old graduated students had done." (Student 12)

Such experience is no doubt helpful but does little to encourage innovation

or prepare students for the management of risk and creative problem-solving necessary for entrepreneurship. Although devising, implementing and undertaking a substantial project-based learning activity oriented towards innovation will be a difficult and demanding task for both lecturers and students, it seems likely that if students receive a thorough grounding in self-directed learning and the solving of ill-structured problems through the use of the Case Study Method and Problem-Based Learning, they would be better prepared for Project-Based Learning activities that demand innovation rather than following pre-defined plans.

4.4.2 Internships

A number of participants propose students undertaking an internship with entrepreneurs or with local business organisations (OTOPs). OTOP refers to “*One Tambon One Product*”, a *tambon* being a town or village in which the OTOP focuses on developing a specific industry to compete internationally. Participants propose that students might be able to utilise university entrepreneurship studies to assist OTOPs to innovate and become more competitive. It is also suggested that such training would prepare students for intrapreneurship – creating innovation from within existing companies. It is suggested that students spend time with entrepreneurs to learn how they think creatively, how they deal with

people, and how they put their ideas into practice.⁶⁵

Some participants (lecturers and students), however, suggest that not all internships would provide students with useful skills. They note that some companies may be quite pleased with the opportunity for free labour offered by internships but unwilling to offer interns a role that provides them with real responsibility or experience of entrepreneurship.⁶⁶ Student 8 states that friends of hers who have experienced internships report that their roles consisted of basic office functions such as photocopying and sorting files. She suggests that companies may be afraid of students making mistakes and underestimate their abilities.

Thus, the internship programme would have to be organised and monitored carefully to ensure that it provides students with valuable experience rather than simply being a means of providing free labour to entrepreneurs. This might require careful negotiation with companies to specify exactly what employment roles and opportunities for learning the internship will provide. In some cases, OTOPs and local entrepreneurs with small enterprises might provide better opportunities for students than larger companies, since such enterprises may lack expertise and thus present students with a genuine opportunity to utilise the expertise they have gained through the entrepreneurship course to participate in decision-making and to offer advice.

⁶⁵ See, for example, the response of Lecturer 6.

⁶⁶ See, for example, the response of Lecturer 10.

Providing students with a role in which they can gain experience of entrepreneurship may be problematical given hierarchical Thai cultural norms. Nonetheless, internships might provide the application of theoretical knowledge to real-world situations and develop student networks.

4.4.3 Involvement of foreign entrepreneurs

Some Sino-Thai entrepreneur participants speak of the importance of learning to do business internationally, of taking advantage of export opportunities, and of locating buyers and suppliers outside the country in order to increase the flexibility and growth potential of one's business.⁶⁷ They suggest that these elements should be emphasised in the entrepreneurship curriculum, although Entrepreneur 3 thought that only experiential learning of such matters (such as through an internship) could be effective.

Participants propose that Thai universities occasionally invite entrepreneurs from other countries to talk with students, perhaps via Internet video conferencing.⁶⁸ This might increase students' understanding of foreign business cultures and of entrepreneurship strategies utilised in other countries. As detailed in Chapter 1 above, familiarity with foreign cultures and competence in cross-cultural communication is vital for effective

⁶⁷ See, for example, the response of Entrepreneur 2.
⁶⁸ Again, see the response of Entrepreneur 2.

international business ventures, attracting foreign capital and exporting. Contact with foreign entrepreneurs is this likely to assist students in understanding international trends and identifying products and services that might be successful in international markets.

4.5 Thai University pedagogy

Question 8: *Do you think it is the role of Thai universities to teach entrepreneurship?*

As indicated from the responses detailed above, most participants believe that the role of Thai universities should emphasise teaching entrepreneurship in the belief that this would contribute to the development of the Thai economy. This contention accords with the belief of policy-makers in Europe and the United States that teaching entrepreneurship encourages growth and technological innovation (Oosterbeek et al. 2008).

Many student participants state either that they wish that they had had the opportunity to study entrepreneurship in the past or that they would be interested in studying such a course in future. For example:

“If there had been an entrepreneurship course [when I started university], it would have been my first choice.” (Student 1)

Such responses are not unexpected given that the students selected for the interviews responded to an invitation to participate in a study concerning entrepreneurship education and are thus likely to have a positive attitude towards it.

Most entrepreneur participants also state that they wish that they had had an opportunity to study entrepreneurship at university.⁶⁹ Although the entrepreneur participants were also self-selected to some extent, the high response rate (twelve participants out of fifteen entrepreneurs invited to take part) is significant. These responses suggest that entrepreneurship can be taught, as Kuratko (2003) and Timmons and Spinelli (2008) contend.

One entrepreneur participant, however, is sceptical of the value of teaching entrepreneurship at university to students who do not yet have any entrepreneurship background:

'It would be better to teach this subject to students who have some common sense in terms of entrepreneurship than those who don't.' (Entrepreneur 10)

Such students, he argues, would have a greater motivation to study, would

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See, for example, the response of Entrepreneur 8.

more easily grasp the concepts introduced in class, and would make use of the skills and knowledge imparted upon graduation. Although restricting course entry as this participant suggests would drastically reduce the number of applicants and exclude many who might benefit from the entrepreneurship education, the suggestion has merit in terms of cost benefit for educational investment.

Some students express a desire to engage in entrepreneurship but contend that the current curriculum provides insufficient education in entrepreneurship subjects to give them the necessary confidence to do so.⁷⁰ The only course at Hat Yai University that participants consider to have a specific entrepreneurial orientation is a one-term small business unit that teaches creating business plans and obtaining finance. Student participants suggest that other aspects of entrepreneurship such as creativity and innovation need to be covered and that a longer course is necessary in order to prepare adequately for an entrepreneurial career.⁷¹ In order to expand the scope of entrepreneurship education at Hat Yai University, some participants recommend that entrepreneurship be the focus of a separate department within the Business Administration Faculty.⁷²

Hat Yai University, like most other universities in Thailand, currently

⁷⁰ See, for example, the responses of Students 10 and 4.

⁷¹ See, for example, the response of Student 9.

⁷² See, for example, the response of Lecturer 2.

engages in little entrepreneurship education except for some basic small-business planning skills. Participants, however, suggest that Thai universities do have a significant role to play in preparing students for an entrepreneurial career in the innovation-focused global economy. Two issues are paramount in participant responses: the potential to increase entrepreneurship and the development of independence and initiative.

4.5.1 The potential to increase entrepreneurship

Some participants contend that teaching entrepreneurship at Thai universities would increase awareness of entrepreneurship among students. Studying entrepreneurship, they believe, would not only equip students with the knowledge and skills necessary for entrepreneurship but also increase their motivation to engage in it. For example, a student states:

“If I had studied entrepreneurship at university, I would not have just kept my ability and knowledge inside or deleted it all after graduation. I would want to create innovation using my ability.”

(Student 5)

Several participants note the potential of entrepreneurship courses to extend the opportunity to create new businesses to students who have no

family background in entrepreneurship and so would be unlikely to pursue this career goal in the absence of some other stimulus.⁷³ For these students, support for what Rae (2004) refers to as “*personal and social emergence*” as an entrepreneur, involving the construction of an entrepreneurial identity, would be a crucial function of entrepreneurship education. This is consistent with Reynolds’ (1991) contention that an individual’s capacity for entrepreneurship is strongly influenced by social context, including social expectations of appropriate roles and careers.

Some participants add that entrepreneurship education could provide such students with a clear goal and purpose after they finish university.⁷⁴ One lecturer remarks that students often give little thought to their future careers and that an entrepreneurship programme might generate an entrepreneurial atmosphere that would encourage them to think about opportunities after they graduate.

Student 6 suggests that future career decisions are often strongly influenced by university experience and the subjects available. As a result, he suggests, the inclusion of entrepreneurship education as an option for students at Hat Yai University might encourage graduates to engage in entrepreneurship. This student points out that the decision to engage in entrepreneurship is a difficult one, bringing with it concerns about family reactions, access to funds, and whether one’s skills and experience are

⁷³ See, for example, the response of Student 11.
⁷⁴ See, for example, the response of Student 6.

sufficient for the task. He contends that potential entrepreneurs might benefit from a course that provides experience and confidence in their ability to engage in entrepreneurship.

These responses suggest that raising awareness of entrepreneurship among students as a viable career goal, especially for students whose family background might otherwise make such a career choice unlikely, could be an important element of entrepreneurship education at Hat Yai University. Developing student confidence in entrepreneurship might thus be an important step towards encouraging entrepreneurial activity among graduates.

4.5.2 Independence and initiative

Some participants (mainly entrepreneurs and lecturers) suggest that if Thai universities can teach Thai students to think independently, they will encourage initiative, independence and innovation, even if students do not eventually start their own businesses.⁷⁵

These responses are consistent with the emphasis on innovation and creativity in entrepreneurship literature discussed in Chapter 2 above and with the possibility of intrapreneurship. This suggests that the proposed

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See, for example, the response of Lecturer 5.

entrepreneurship course could have value even for those students who do not go on to start their own businesses, since the development of independence, innovation and creativity would be useful for other careers.

However, many students believe that widening their career options to include starting their own business is beneficial given the competitive employment market for graduates. They remark that without experience or family connections, it is very difficult to obtain a good job in Thailand even with higher qualifications and academic record.⁷⁶

For these students, entrepreneurship appears to be an attractive option to enable them to obtain status and financial security that are otherwise inaccessible. Many suggest that even if a business venture does not achieve the success that they might have hoped for it, it would at least provide valuable experience that would make them attractive employees for many companies.⁷⁷ Student 5 notes that entrepreneurship skills learnt at university could be used not only immediately after graduation but also later in one's career after having built managerial experience as an employee.

4.6 Global outlook

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See, for example, the response of Student 4, question 8)

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See, for example, the response of Student 6.

Question 9: *Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?*

Several participants (lecturers and entrepreneurs) emphasise the importance of the economic role of universities, stating that they should not simply be institutions for the development of abstract knowledge but rather should play an active role in stimulating economic development.⁷⁸ Some participants point out that since Thai universities receive government subsidies, they have an obligation to contribute to national prosperity so that all Thais can benefit from their activities. For example:

“Whether we are public or private universities, we get money from the government, so I think universities these days need to teach students to be entrepreneurs rather than just employees and teach them how they can create their own jobs, which might boost the economy.” (Lecturer 7)

All participants believe that teaching entrepreneurship at Thai universities might develop the Thai economy by increasing the number of entrepreneurs generating new business enterprises. Indeed, many participants (especially lecturers) consider that encouraging students to be entrepreneurs should be a key goal of Thai universities and of Hat Yai University in particular in order to develop the Thai economy. Participants

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See, for example, the response of Lecturer 4.

believe that the successful new enterprises created as a result of entrepreneurship education would enhance economic growth and reduce unemployment⁷⁹, a view that accords with the contentions of Singh (1990) and Virasa et al. (2007).

In their discussion of the economic benefits of entrepreneurship education, some lecturers and entrepreneur participants discuss innovation. However, most participants, especially students, limit their analysis to the effects of establishing new small businesses and do not consider factors such as the benefits of the rapid business expansion characteristic of entrepreneurship for employment growth (Minitti et al. 2006) and the crucial role of innovation in improving productivity and increasing long-term economic growth (Schumpeter 1934). This focus on the small-business model of entrepreneurship possibly reflects an economic culture in Thailand characterised by a high number of small businesses but few innovative or high-growth firms, as documented by Virasa et al. (2007) and Virasa and Hunt (2008). Participant responses suggest that raising students' awareness of the importance of a dynamic and innovative approach to entrepreneurship and its potential personal and social benefits should be among the goals of entrepreneurship education at Hat Yai University.

4.6.1 Innovation and creativity

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See, for example, the response of Lecturer 3.

Several entrepreneur and lecturer participants note that the rapidly changing world economy generates increasing demand for innovation and creativity in order to compete effectively.⁸⁰ This perception accords with the contention of Ko and Butler (2007) that innovation and creativity are becoming increasingly important for the competitiveness not only of developed economies but also of developing economies such as Thailand's.

Participant responses indicate that lecturers at Hat Yai University are aware of the economic need for creativity and innovation. The increasing trade flow arising from the Asian Free Trade Agreement is given as an example of how new opportunities and challenges for Thai business require flexible responses from Thai entrepreneurs. For example:

“Teaching entrepreneurship at university is very important because it will prepare students for the upcoming integration with ASEAN.” (Lecturer 1)

Several entrepreneur participants emphasise the importance of exporting for the future of the Thai economy, an emphasis consistent with the analysis of Bhaopichitr et al. (2008). These entrepreneurs contend that exporting in itself must be underpinned by creativity and initiative in the development of new markets and the means to access them. It is also

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See, for example, the response of Entrepreneur 2.

suggested that Thai universities could play a vital role in enabling future entrepreneurs to respond to these challenges in order to stimulate exports and foreign investment and boost Thailand's economic prosperity.⁸¹

Despite the potential for entrepreneurs to engage in exporting, Thai exports are currently dominated by a handful of large companies (Virasa et al. 2007). This suggests that the proposed entrepreneurship course should aim to increase student awareness and knowledge of export and of functioning in the international marketplace.

Some entrepreneurs and lecturers suggest that teaching entrepreneurship at Thai universities could enhance Thai economic growth and prosperity by encouraging links between Thai universities and industries in the quest for new processes and products.⁸² Given the importance of entrepreneurship in connecting university knowledge production with industrial innovation (Carlsson et al. 2009) and the low level of innovative university-industry linkages in Thailand detailed in Chapter 2, this suggestion is worth pursuing. This might be facilitated by extending the opportunity to study entrepreneurship to non-business disciplines such as engineering.

Some participants also mention the potential role of universities in raising awareness of the importance of intellectual property to boost economic

⁸¹ See, for example, the response of Entrepreneur 1.

⁸² See, for example, the responses of Entrepreneur 9 and Lecturer 1.

growth.⁸³ This accords with the analysis of Wattanaprattipaisan (2004) and Cheeptham and Chantawannkul (2001), who emphasise the importance of intellectual property for economic growth but note the general lack of this awareness in Thailand. The study of intellectual property and its role in income generation for companies is thus an important aspect of entrepreneurship education.

4.6.2 Alleviation of poverty

Many participants believe that effective teaching of entrepreneurship in Thai universities might alleviate poverty in Thailand:

“When there are more entrepreneurs, more people have jobs and it helps everyone to earn more money. It can help to lift people out of poverty.” (Entrepreneur 11)

Some participants suggest that entrepreneurship courses might encourage Thai students from provincial cities and other rural areas to start new businesses in their local area and find ways to develop local products rather than migrate to large cities like Bangkok. This could generate increased employment and prosperity in regional Thailand as well as the more effective utilisation of natural resources.⁸⁴ According to these

⁸³ See, for example, the response of Lecturer 10.
⁸⁴ See, for example, the response of Entrepreneur 2.

participants, entrepreneurship education might focus on identifying local human and natural resources that are inefficiently or under-utilised and apply innovation to create economic opportunities in much the same way as OTOPs operate.⁸⁵

These responses echo the call by Bhaopichitr et al. (2008) for the development of entrepreneurial skills in Thailand's rural areas where poverty is most concentrated. Since locally-based entrepreneurship is both socially useful and evidently attractive to many Thais, it would be worthwhile to consider the inclusion of this in the entrepreneurship curriculum.

4.6.3 The importance of assisting society

Another theme of participant responses is the importance of social responsibility in entrepreneurship education. Some participants (mainly entrepreneurs) contend that teaching entrepreneurship at university should not only enable students to be entrepreneurs but also raise awareness of their social responsibilities. If this approach were taken, they argue, students who became entrepreneurs might not only make profits for themselves but also strive to benefit Thai society and the economy. For example, Entrepreneur 8 states:

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See, for example, the response of Lecturer 3.

“Social responsibility is important for people who are able to help and students should understand the responsibilities they will have when they are in a position to help Thai society.”

Some participants point out that charitable initiatives could also be effective forms of public relations.⁸⁶

Entrepreneur participants suggests several means by which entrepreneurs could contribute to society.⁸⁷ These include providing employment to rural communities, facilitating access to markets for farmers and craftspeople, and assisting others in entrepreneurial enterprises. Such initiatives are forms of social entrepreneurship as defined by Nicholls (2005) and Zahra et al. (2008), which makes use of entrepreneurial skills to benefit others.

Participants also mention the importance of awareness of environmental issues, including energy efficiency and the manufacturing of recyclable products. Some suggest that there is a general lack of environmental ethics among Thai businesses.⁸⁸

Some students report that Hat Yai University already has a long tradition of involvement in initiatives which contribute to society and alleviate poverty

⁸⁶ See, for example, the response of Entrepreneur 7.

⁸⁷ See the responses of Entrepreneur 2 and Entrepreneur 3, for example.

⁸⁸ See, for example, the response of Entrepreneur 7.

and that they have participated as volunteers in these initiatives. Examples of such activities included providing lunch to children in schools in poverty-stricken areas and awareness-raising activities around issues such as energy conservation and HIV prevention. These participants report that they enjoyed these activities and the feeling that they were helping others.⁸⁹

These responses suggest that there is an awareness of social responsibility and a desire to contribute to society among Thai university students. The inclusion of social entrepreneurship training in entrepreneurship education at Hat Yai University is therefore likely to be of interest to students, many of whom may be expected to make use of the strategies explored in such training to contribute to Thai society after their graduation.

4.7 Factors impeding Thai universities

Question 10: *What needs to change if Thai universities are to teach entrepreneurship?*

Many participants believe that significant changes in universities will be necessary in order to teach entrepreneurship effectively, although they point out that such changes might be difficult to achieve. The most common themes in the responses to this question concern the need for raising awareness of entrepreneurship education, for changes in pedagogy, for

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See, for example, the response of Student 3.

greater entrepreneurial expertise, and for changes in the restructure of faculties of business with entrepreneurship as a discrete department.

4.7.1 Awareness of entrepreneurship education

Some participants (mainly entrepreneurs and lecturers) suggest that awareness of entrepreneurship and its nature and potential benefits will need to be raised so that students and their parents understand exactly what students would be studying and how it might benefit them. These participants mention the high value and prestige placed in Thai society on obtaining employment in government or in large, well-known companies, and the generally risk-averse nature of older Thais. They believe that many parents might apply pressure on their children to avoid courses that do not appear relevant to this goal.⁹⁰ Moreover, some students state that for many students, the purpose of their study is to get a degree with high grades in order to impress the family rather than to gain skills and or knowledge.⁹¹

Thus, family pressure to choose subjects that are perceived to lead to more stable careers is likely to be a significant obstacle to the success of entrepreneurship education. This consideration is particularly important given the very strong influence that parents have on the career choice of offspring in Thai culture. Therefore, several lecturer participants suggest that lecturers

⁹⁰ See, for example, the response of Entrepreneur 2.
⁹¹ See, for example, the response of Student 5.

should arrange to meet with students' families in order to explain the purpose of entrepreneurship education in order to allay parents' concerns.⁹²

It may not only be familial pressure that discourages Thai students from adopting entrepreneurial behaviour. Some entrepreneurs contend that the preference on the part of Thai students for employment in the government or large companies is encouraged by the Thai education system.⁹³ Thus, a reassessment of the goals of university education in Thailand may be required on the part of some lecturers and administrators in order for entrepreneurship education programme to succeed.

Student participants emphasise the importance of making students aware of the nature of entrepreneurship and of the potential benefits to be gained from entrepreneurship education and engaging in entrepreneurship after graduation.⁹⁴

Several participants also contend that students need to understand the nature of and justification for the pedagogies to be employed prior to study. They point out that most Thai students have not been exposed to the Case Study Method, Problem-Based Learning, or Simulation Games and that many had only experienced teacher-centred learning before coming to

⁹² See, for example, the response of Lecturer 10.

⁹³ See, for example, the response of Entrepreneur 8.

⁹⁴ See, for example, the response of Student 10.

university.⁹⁵ Therefore, some participants recommend that a seminar be held for all new students in which relevant pedagogy is explained and student responsibility for self-directed learning and class participation is made clear. Student 6 suggests:

“I think that to attract the interest of students in this course, the university should hold a seminar about the teaching styles, pedagogy and aims of the course. This might help students make a decision, clarify their study goals, and see how it will be useful for them.”

The need for clarity regarding the goals of the entrepreneurship programme, however, is not limited to students. Some student participants point out that educators introducing an entrepreneurship programme need to have a clear understanding of what kind of entrepreneur the programme aims to produce.⁹⁶

These students had not considered the meaning of entrepreneur in the sense of an innovator before the interviews took place but had only thought of entrepreneurship in terms of owning a business. The interview questions used the Thai word ผู้ประกอบการ (transliterated as “*phupragopgarn*”) to translate the English word “*entrepreneur*”, as it is the closest equivalent

⁹⁵

See, for example, the response of Lecturer 6.

⁹⁶

See, for example, the response of Student 8.

available in Thai. At the beginning of the interview, participants were asked about their understanding of the meaning of this word, after which the meaning intended by the researcher (i.e., a businessperson who develops and implements an innovation for competitive advantage) was explained to them.

Interestingly, there was a clear difference between the entrepreneurial participants and academic participants in their understanding of this term. Most lecturers and students understood “*phupragopgarn*” to mean a person who starts or owns a business, especially a small business. They also apply the term to people who continue the running of a family business. For example, Student 9 reports:

“When I heard the word “phupragopgarn” (entrepreneur), the first meaning I thought of was a business owner.”⁹⁷

The reference to innovation that is included in the English meaning of entrepreneur tends to be absent for the Thai word “*phupragopgarn*”. Many entrepreneur participants, on the other hand, understand the word much closer to Schumpeter’s (1934) definition of the English term “*entrepreneur*”: a person who acts innovatively in the marketplace by creating new products and services or exploiting new technology.

⁹⁷

This quotation is drawn from the initial section of the interview transcript.

When the researcher explained the new definition of “*phupragopgarn*” for the purpose of the interview, most participants spontaneously commented that an emphasis on creativity and innovation in business would be useful for the development of the Thai economy.⁹⁸

In the light of the lack of awareness of Schumpeterian entrepreneurship in Thailand demonstrated above, many student participants recommend that the university ensure that the emphasis of entrepreneurship education on innovation, risk-taking, and high-growth business strategies is made clear to students before they enrol in the course to avoid confusion or disappointment.⁹⁹

4.7.2 Changes in pedagogy

Several participants (mainly students and entrepreneurs) emphasise the importance of pedagogical changes required for teaching entrepreneurship in Thai universities. For example, Student 8 states:

“We should use a different teaching methodology. I’m bored with studying the same way every day. It doesn’t help me to improve my ability and skills.” (Student 8)

⁹⁸ See, for example, the response of Student 5 (initial section of the interview transcript).

⁹⁹ See, for example, the response of Student 7.

Entrepreneurship skills that might be encouraged by appropriate pedagogy, according to participants, include familiarity with modern technology, communication and negotiation skills, the ability to innovate, the ability to solve problems creatively, the ability to think critically and act independently, the ability to be proactive, and the ability to manage uncertainty.¹⁰⁰ Entrepreneur participants particularly stress the importance of initiative and the ability to act independently for successful entrepreneurship.¹⁰¹

In this regard, emphasis on practical learning rather than on theory appears essential. For example, Lecturer 7 suggests that lecturers should take students outside the classroom “... so that they can learn about the reality of business”. This emphasis on practical learning is consistent with the consensus among theorists of entrepreneurship education that learning from experience is the “*art*” of entrepreneurship as opposed to the “*science*” (Jack & Anderson 1999). Many entrepreneur participants report that they have learned a great deal from both their successes and failures and therefore emphasise the importance of gaining practical experience of entrepreneurship as a key goal of entrepreneurship pedagogy.¹⁰²

This emphasis on experiential learning is reiterated in the responses of many entrepreneurs to the other questions in this interview. Nevertheless,

¹⁰⁰ See, for example, the response of Entrepreneur 8.

¹⁰¹ See, for example, the response of Entrepreneur 11.

¹⁰² See, for example, the response of Entrepreneur 1.

they do not discount the importance of more abstract and theoretical knowledge. Several entrepreneurs who had not attended university wish they had been given the opportunity to learn about business in a broader, more systematic manner.¹⁰³

The importance of providing practical experience in entrepreneurship education is recognised by nearly all participants. In general, they approve of teaching entrepreneurship at university using an experiential or learner-centred approach because of its potential to provide students with practical experience that might prove valuable for their future careers. For example, an Entrepreneur 2 suggests:

“This course should adapt teaching styles and pedagogy to improve the entrepreneurial experience of students at university so that students learn by themselves from both positive and negative experiences.” (Entrepreneur 2)

Student participants emphasise the importance of developing skills in independent thinking, leadership and entrepreneurship. Many students mention the changing economic climate in Thailand and the challenges that such changes create for them after graduation. For this reason, student participants are interested in an education that enables them to keep up with economic and technological changes and remain

¹⁰³

See, for example, the response of Entrepreneur 4.

competitive.¹⁰⁴

This perception of the need for up-to-date knowledge and expertise is consistent with the findings of Ko and Butler (2007) regarding the importance of fostering creativity and identifying new opportunities to entrepreneurial success and of Refaat (2009), who contends that entrepreneurship education must foster the capacity to obtain up-to-date knowledge and awareness of social changes. The desire of these student participants to keep abreast of economic and technological changes underlines the importance of imparting the skills of self-directed, life-long learning, a particular strength of the Problem-Based Learning (Smith 2005).

Some participants report that entrepreneurship pedagogy and the encouragement of creativity in Thai universities are neglected.¹⁰⁵ Indeed, many students believe that pedagogy currently employed at Hat Yai university is inadequate for the task of empowering students to become effective entrepreneurs. The main problem identified with the existing pedagogy is that it does not make enough use of techniques that encourage creativity and develop practical skills.¹⁰⁶ Many students express the view that it is difficult to be open to innovation if learning consists only of listening to lecturers and following their views.¹⁰⁷

¹⁰⁴ See, for example, the response of Student 6.
¹⁰⁵ See, for example, the response of Student 3.
¹⁰⁶ See, for example, the response of Student 5.
¹⁰⁷ See, for example, the responses of Students 8 and 9.

The use of pedagogies and curricula that do not foster creativity is a problem that is certainly not confined to Thailand or East Asia (McMullan & Gillin 2001). However, the teacher-centric pedagogy and rote learning typically employed in Thailand is unlikely to encourage creativity among students. The neglect of creativity in Thai education is of concern given the key role of creativity in entrepreneurship and the importance of fostering creativity in entrepreneurship education (Hamidi, Vennberg & Berglund 2008).

Thus, pedagogical innovation for entrepreneurship education is essential. Participants note that lecturers play a key role in developing students' knowledge and competence and that lecturer support for pedagogical change will be a crucial factor in the success of entrepreneurship education.¹⁰⁸ Some participants (mainly lecturers and students), however, consider that the tendency for some lecturers to avoid change in their teaching methodology due to conservatism or lack of time to learn how to implement new teaching methodologies would be a serious obstacle to the implementation of an entrepreneurial innovative pedagogy.¹⁰⁹

Therefore, implementing pedagogical innovations at Hat Yai University might require negotiation with lecturers involving discussion and clarification of the rationale for the changes and relaxation of time constraints where possible. Indeed, Hallinger and Lee (2011) find that

¹⁰⁸

See, for example, the response of Student 6.

¹⁰⁹

See, again, the response of Student 6.

progress in the Thai government's ten-year-old project to implement learner-centred pedagogies in Thai schools has been quite slow, suggesting that the move towards learner-centred pedagogies is not a simple process.

There is an interesting difference in responses between student and lecturer participants regarding existing pedagogical methods at Hat Yai University. Some lecturers believe that Hat Yai University already emphasises student-centred learning and that students are encouraged to share opinions and ideas in class.¹¹⁰ However, almost all student participants believe that there are insufficient opportunities for sharing ideas and developing independent and critical thinking skills. Most students consider that lecturers at Hat Yai University emphasise lectures over student-centred inquiry.¹¹¹

The mismatch between lecturers' and students' responses suggests that achieving genuine student-centred learning at Hat Yai University might require lecturers to undertake training in student-centred learning techniques. As Kuratko (2003) contends, the creation and implementation of a pedagogy that encourages innovation among students also requires the active embrace of innovation in pedagogical techniques on the part of teachers.

¹¹⁰

See, for example, the response of Lecturer 1.

¹¹¹

See, for example, the response of Student 9.

One particular aspect of pedagogy that might require revision is that of the relationships between lecturers and students. Some students remark that Thai lecturers often maintain very stern and distant relationships with students that discourage students from questioning them or discussing ideas with them.¹¹² These responses suggest that lecturers should strive to cultivate friendlier, more informal relationships with students to make themselves more approachable and encourage classroom discussion. Like other changes suggested in this chapter, however, this change in approach is made more difficult by the emphasis on hierarchy that is central to Thai cultural values.

4.7.3 Lecturer's entrepreneurial expertise

In addition to expertise in student-centred learning techniques, several participants (mainly entrepreneurs and students) highlight the importance of ensuring that entrepreneurship lecturers have suitable expertise in the field of entrepreneurship. This expertise, they suggest, will need to be up-to-date and include practical experience as well as theory. For example, Student 6 comments:

"The lecturers should have both real business experience and theoretical knowledge because they would need to use their practical knowledge of real-world businesses to teach students

¹¹²

See, for example, the response of Student 9.

well.”

In practice, however, the recruitment of lecturers with entrepreneurial experience, relevant qualifications and pedagogical expertise might prove to be a difficult task given the low levels of academic expertise in Thai universities documented by the Office of Educational Standards and Quality Assessment (2007), Sangnapaboworn (2003) and Sharnam et al. (2004). To some extent, however, the strategy of encouraging the contribution of entrepreneurs to university education through guest lectures and mentor programmes, as described in Chapter 2 above, might compensate for any lack of practical entrepreneurship experience on the part of lecturers.

4.7.4 Restructure of the faculty of business

Many participants express the view that if entrepreneurship is to be introduced as a subject at Hat Yai University, it will require a full course of study rather than a short course. Several entrepreneurs and lecturers believe that entrepreneurship education should begin in the first year and continue for the full four years of undergraduate study. For example, Lecturer 8 states:

“Students would need to study for full four years. For example, the first year, the university might emphasise raising awareness

of entrepreneurship, and the next year, focus on introducing more practical entrepreneurial experience.”

As well as allowing time to cover all aspects of entrepreneurship adequately, this will enable students to gradually adapt new study habits required by an entrepreneurship pedagogy.

Students believe that a one-semester course does not provide sufficient opportunity to acquire practical entrepreneurship skills. As a result, few students graduating the management course, even after completing the small business elective, had a desire to become entrepreneurs. These students note the difficulty of entrepreneurship and felt that only a full course could prepare them adequately.¹¹³

Most participants believe entrepreneurship should become a major stream of study in business administration degrees and be organised as a separate department. Many note that entrepreneurship courses in most Thai universities, if they are offered at all, are minor subjects. These participants believe that the subject of entrepreneurship is too broad to be dealt with effectively in a short course.¹¹⁴

Several lecturer and student participants suggest that participation in

¹¹³

See, for example, the responses of Students 4 and 5.

¹¹⁴

See, for example, the response of Student 9.

entrepreneurship education should not be limited to students majoring in business or management studies.¹¹⁵ Rather, entrepreneurship studies should be available to students in all faculties. Students in other faculties, they argue, are learning technical skills and knowledge that could lead to the development of innovative products, processes, and techniques in their fields. Hence, studying entrepreneurship might increase their capacity for creativity and innovation, their awareness of the financial benefits that can result from innovation, and their ability to develop successful enterprises for the purpose of exploiting and developing such innovations.

This suggestion is consistent with the call for entrepreneurship education to be extended into non-business disciplines by Hynes (1996). Creed et al. (2002) identify the need for entrepreneurial engineers with multidisciplinary skills and knowledge. As noted in Chapter 2 above, although such a process could begin with offering entrepreneurship courses to students in non-business faculties, the full integration of entrepreneurship education into non-business disciplines would entail a transdisciplinary, Mode-2 approach. The organisation and ethos of the department or unit responsible for entrepreneurship education would thus need to be oriented towards cross-disciplinary collaboration.

A related idea is mentioned by several lecturer and entrepreneur

¹¹⁵

See, for example, the response of Student 5.

participants.¹¹⁶ They suggest that developing an entrepreneurial spirit through entrepreneurship education among university students, especially future graduate students, might generate the development of patentable inventions and processes through university research projects which deliver financial benefits not only to students but also to the university.

The possibility of such an impact of entrepreneurship education is significant as intellectual property can be a major source of income for universities (Chew 2009) although Thai universities currently gain little such benefit (Schiller 2006). In order for such a benefit to be realised, greater awareness and understanding of intellectual property might be an essential component of entrepreneurship education. Siegel and Phan (2005) recommend that universities should target entrepreneurship education at the commercialisation of innovations created as a result of research.

4.8 Summary

Participants' responses to the proposal to establish an entrepreneurship course at Hat Yai University and to the specific pedagogical techniques proposed were overwhelmingly positive. In particular, responses from all participants indicated that they considered the proposal to introduce an entrepreneurship education programme utilising a novel pedagogy at Hat

¹¹⁶ See, for example, the responses of Lecturer 5 and Entrepreneur 7.

Yai University to be worthwhile and feasible, with potential economic benefits for the region and for Thailand. Participants were generally optimistic regarding the potential for innovative entrepreneurship in Thailand, and linked this goal to the need for students to possess the capacity for innovation, creativity, critical thinking, initiative and independent decision-making, and lifelong learning. Responses to questions that sought to elicit further suggestions for entrepreneurship pedagogy tended to focus on the need for access to networks and for practical experience, exposure to “*real-world*” entrepreneurship, and learning by doing.

An unanticipated element of the responses of the lecturer and student participants was that some of them already had some degree of familiarity with the pedagogies proposed in the Evaluative Framework. These response indicate that the Faculty of Business Administration at Hat Yai University has, at least to some extent, begun to investigate and implement learner-centred pedagogies, although as supplementary elements of various courses rather than as the central elements as envisaged in the proposed entrepreneurship pedagogy.

This finding is encouraging because it suggests that at least some lectures at Hat Yai University have the experience necessary to implement the proposed pedagogy successfully. In addition, the students’ positive responses to their experiences with such pedagogies suggests that even if

students' prior educational experience has been limited to teacher-centred pedagogies, they may be able to quickly adapt to, and even thrive in, the new learner-centred pedagogies proposed in the entrepreneurship education programme.

Taken together, these responses suggest that the combination of case-based and problem-based learning, Simulation Games, and connections with entrepreneurs might form the successful core of an entrepreneurship education programme at Hat Yai University. Such a programme would be learner-centred and experiential in pedagogical focus and aligned with a conception of entrepreneurship that emphasises innovation, creativity, and social responsibility. The comments of most participants that more active, project-based activities such as internships and student-organised mini-ventures be included suggests that such activities, which are also aligned with the experiential, learner-centred approach envisaged in the proposed entrepreneurship education programme, should also be included.

Further suggestions aligned with this approach such as greater emphasis on exporting and international business and forming an entrepreneurship club on campus might also be included in the proposed pedagogy. The positive attitude towards and prior experience of learner-centred pedagogies among Hat Yai University students and staff suggest that such a pedagogy is feasible, although it would still require support and training for lecturers, who may find difficulties in the transition between more

traditional Thai pedagogical approaches and the approach suggested in this thesis.

With regard to the Evaluative Framework, the participants' responses may be summarised as follows:

4.8.1 Differences between Sino-Thai and native Thai entrepreneurs

The key differences between ethnic Chinese culture and mainstream Thai culture that Sino-Thai participants identified were in upbringing, attitudes to networking, attitudes to risk, and in the value placed on thrift, perseverance, and hard work. These participants attributed their entrepreneurial decision-making ability, self-confidence, and self-identification as entrepreneurs to their cultural and family background, in which encouragement of entrepreneurship and discussion of business decisions in the family home were the norm. They also emphasised the strong trust-based networks built by ethnic Chinese people in Thailand as a key difference between ethnic Chinese and mainstream Thai society, and report that such networks not only connected buyers, suppliers, and investors who could trust each other but also served as crucial sources of information. Sino-Thai participants also identified thrift, perseverance, hard work, and the ability to take calculated risks as useful entrepreneurial traits that were characteristic of Chinese culture.

4.8.2 Pedagogies for entrepreneurship education

4.8.2.1 The Case Study Method

Key advantages noted for the case-based method included the development of critical thinking and analytical skills, of creative problem-solving and decision-making, of trust in one's own judgement, and of oral communication skills and practice in dealing with uncertainty, the application of theory to practice, and identifying opportunities. Possible problems identified included inconsistency with Thai cultural values of modesty and the avoidance of confrontation and the potential use of materials that were unrealistic or that overemphasised theoretical analysis.

4.8.2.2 Problem-Based Learning

Participants perceived problem-based learning as possessing several key advantages: they thought that it could encourage the capacity to cope with challenges, take risks, and identify opportunities, develop self-directed research skills including critical evaluation of information and the integration of cross-disciplinary knowledge, and foster the entrepreneurial traits of perseverance and independent thought. Potential problems identified included the difficulty for students and lecturers in adapting to a learner-centred approach, especially without supplementary lectures, and

the possible difficulty of finding problems that were relevant to entrepreneurship in Thailand.

4.8.2.3 Simulation Games

Participants' responses to the proposed use of Simulation Games games were very positive. Key advantages identified were the continuous feedback such games provide, generating repeated opportunities to learn from success or failure; the opportunity to practise strategic decision-making and resource management and to draw one's own conclusions concerning appropriate strategies; and the increased motivation arising from the fact that students found such games enjoyable. Participants' responses focused on the computer-based Simulation Games that many were familiar with, but interest was also expressed in other forms of Simulation Games, such as negotiation games. The only disadvantages noted were the difficulty caused by Hat Yai University's use of software using only English, and the complexity of this simulation game, which limited its suitability to more senior university classes.

4.8.2.4 Local Community Involvement

The main advantages perceived by participants to initiatives to create connections between students and entrepreneurs were the consequent

exposure to real-world, up-to-date experience of entrepreneurs, the variety of perspectives that many different entrepreneurs could bring to students, and the inspiration that entrepreneurs could provide to students. The main potential disadvantage identified was the possibility that meetings might be too formal and impersonal, and students too shy and inhibited, for students to talk to entrepreneurs effectively. There was also some concern that entrepreneurs might be too busy to visit the university.

4.8.3 The role of Thai Universities

Participants saw entrepreneurship education as a means of fulfilling the university's obligation to benefit Thai society economically and to prepare students for productive careers. Indeed, a separate department and a full four-year major were recommended by several participants. Such a course was considered capable of contributing to innovation and growth in Thailand, and, if due consideration were given to social issues, of alleviating social problems such as rural poverty and environmental destruction.

Participants also thought that Thai universities could, and should, contribute to the future careers of their students by fostering networking skills and the development of social capital, both in the form of student-student networks and connections with entrepreneurs in the local community. Promoting

innovation was also considered to be included within the role of Thai universities, both by nurturing innovation among students and by the innovative use and development of novel pedagogies by university staff

Chapter 5

SYNTHESIS

It will be recalled that this research project concerns the development of pedagogy for undergraduate entrepreneurship development in Thailand, with the Faculty of Business at Hat Yai University, Songkhla Province, Thailand serving as an exemplar case. The topic is embedded in the research question *“How might entrepreneurship be taught to undergraduate students in Thailand and how might specific entrepreneurship education pedagogy be implemented at the Faculty of Business, Hat Yai University?”*

This chapter comprises four main sections. In Section 5.1, a matrix based on the research outcomes developed in Chapter 4 evaluates features of the proposed entrepreneurship pedagogy in relation to key aspects of Thai and Sino-Thai culture. In Section 5.2, strategic conclusions for the design and implementation of relevant entrepreneurship pedagogy are derived from the matrix. Section 5.3 sets out further research outcomes relevant to the implementation of entrepreneurship education at Hat Yai University. Section 5.4 outlines a strategy for entrepreneurship education at Hat Yai University based on the conclusions of reached in Sections 5.2 and 5.3.

5.1 Research outcome matrix

A matrix (see Table 5.1 below) is employed to synthesise key characteristics of Thai/Sino-Thai culture and features of the four pedagogical methods listed above. The columns of the matrix represent cultural characteristics. The rows of the matrix represent features of each pedagogical method. Each cell in the matrix contains a score between one and three that represents the significance of a cultural characteristic for the implementation of a feature of a pedagogical method, where a score of one represents minimal significance, a score of two represents substantial significance and a score of three represents great significance. The meaning of this score varies according to the relevant cultural characteristic, as detailed in section 5.1.1 below. Sections 5.1.2 to 5.1.5 explain the reasons for assigning each score. Following the matrix in Table 5.1, a series of four tables are presented (Tables 5.2-5.5) that outline the reasoning behind the assignment of scores to each cell.

Pedagogy	Key Thai Value										Ratio PB : DI
		PB: UA+Coll.+CT+CR.+EO.+ORE+N									
	DI = PD+UA+Coll										
The Case Study Method	DI	PD	UA	Coll.	CT.	Cr.	EO.	OR	N	PB	
Feature 1: Public presentation	2.7	3	2	3	3	2	2	1	1	2	0.75

<i>and defence of analyses</i>											
<i>Feature 2: Finding solutions to ill-structured problems</i>	1.7	1	3	1	3	3	3	3	1	2.6	1.46
Averages	2.2	2	2.5	2	3	2.5	2.5	2	1	2.3	1.02
Problem-Based Learning											
<i>Feature 1: Ill-structured problems</i>	1.7	1	3	1	3	3	3	3	1	2.6	1.46
<i>Feature 2: Students' responsibility for identifying and remedying gaps in their knowledge</i>	2.7	3	3	2	3	1	2	2	2	2.1	0.80
<i>Feature 3: Group learning</i>	1.7	2	1	2	2	2	1	2	2	1.7	1.03
<i>Feature 4: Transdisciplinarity</i>	1.7	2	2	1	2	3	2	3	2	2.1	1.29
Averages	1.9	2	2.2	1.5	2.5	2.2	2	2.5	1.8	2.1	1.10
Simulation Games											
<i>Type 1: Computer-based</i>	1	1	1	1	3	1	3	1	1	1.6	1.57
<i>Type 2: Negotiation based</i>	1.3	1	2	1	2	1	3	2	3	2	1.50
<i>Feature 1: Debriefing/ discussion of issues raised by the simulation</i>	1.7	2	1	2	3	1	2	1	2	1.7	1.03
<i>Feature 2: Opportunity for trial and error</i>	1.3	1	2	1	2	1	3	1	1	1.6	1.18

Averages:	1.4	1.3	1.5	1.3	2.5	1.0	2.7	1.2	1.7	1.7	1.22
Local Community Involvement											
<i>Type 1: Live case studies</i>	2.7	3	3	2	3	3	3	2	3	2.7	1.02
<i>Type 2: Mentoring</i>	1.3	3	1	1	3	3	3	3	3	2.4	1.46
<i>Type 3: Entrepreneur presentations to students</i>	2	3	1	2	2	2	3	2	2	2	1.00
<i>Type 4: Student presentations to entrepreneurs</i>	2	3	2	1	3	3	2	3	3	2.4	1.21
Averages	2	3	1.8	1.5	2.8	2.8	2.8	2.5	2.8	2.4	1.15

Table 5.1

A matrix of the influence of cultural values on the feasibility and value of entrepreneurship pedagogical methods Key to abbreviations used in this Table:

Coll.	Collectivism
Cr.	lack of Creativity
CT	lack of Critical Thinking ability
DI	Difficulty of Implementation
EO	Entrepreneurial Outlook
N.	Networking
ORE	Opportunity Recognition and Exploitation
PB	Potential Benefits
PD	Power Distance
UA	Uncertainty Avoidance

5.1.1 Categorisation of Thai/Sino-Thai cultural characteristics

In the tables that follow, three categories of cultural characteristics are identified:

- (i) Thai cultural characteristics;

- (ii) Characteristics associated with rote learning; and
- (iii) Characteristics associated with Sino-Thais.

For convenience, each characteristic is represented in an abbreviated form in the tables that follow.

The three Thai cultural characteristics derive from Hofstede's (2003) cultural dimensions on the basis of their particular relevance for entrepreneurship or pedagogy:

- (i) Power Distance (PD),
- (ii) Uncertainty Avoidance (UA), and
- (iii) Collectivism (Coll.).

The Masculinity dimension, although potentially relevant to entrepreneurship, was not included for two reasons: firstly, the pedagogical methods discussed in this thesis are unlikely to affect or be influenced by this dimension; and secondly, the Masculinity dimension is to some extent parallel to the Entrepreneurial Outlook characteristic discussed below.

The two characteristics associated with rote learning are not features of Thai culture *per se* but result from the pervasive use of rote learning in the Thai education system. These are:

- (i) lack of critical thinking ability (CT); and
- (ii) lack of creativity (Cr.), both of which represent major obstacles to effective entrepreneurship.

The three Sino-Thai characteristics are:

- (i) Entrepreneurial Outlook (EO);
- (ii) Opportunity Recognition and Exploitation (ORE); and
- (iii) Networking (N.).

The importance of these characteristics derive from the likelihood that they are especially important for entrepreneurial success in the Thai social and cultural context. Networking ability has been noted as an important characteristic of Sino-Thai entrepreneurs both in the literature review of Chapter 2 and in the analysis of Chapter 4. The term Opportunity Recognition and Exploitation refers to a significant theme emerging from the responses of Sino-Thai participants and involves the ability to recognise opportunities, assess the risks involved in exploiting them, and accept these risks when necessary. Entrepreneurial Outlook refers to a cluster of characteristics noted by Redding (1993) and confirmed in the research outcomes: thrift, hard work, perseverance, entrepreneurial identity and entrepreneurial self-efficacy.

The cultural characteristics are also categorised according to a different schema:

- I. Characteristics that may be influenced positively by appropriate pedagogy (Positive Influence Category);
- II. Characteristics that may render the introduction of the proposed pedagogical methods problematic (Problematic Category); and
- III. Ambivalent characteristics (Ambivalent Category).

The ambivalent category comprises values that may conflict both with features of the proposed pedagogy and with effective entrepreneurship. The term 'ambivalent' is used with respect to the implications of these values for entrepreneurship pedagogy because features of the pedagogy that conflict with these values (and thus represent a problem for its implementation) are also features that may help to counteract the negative effects of these values on the willingness and ability of Thai students to engage in entrepreneurship.

The Positive Influence Category comprises the three Sino-Thai characteristics:

- I. Entrepreneurial Orientation;
- II. Opportunity Recognition and Exploitation; and
- III. Networking

plus the two characteristics associated with Rote Learning:

- I. A lack of critical thinking skills; and

- II. A lack of creativity.

The Ambivalent Category comprises:

- I. Uncertainty Avoidance; and
- II. Collectivism.

These characteristics are problematic both for entrepreneurship and for some aspects of learner-centred pedagogy.

The problematic category comprises only one cultural characteristic:

- I. Power distance.

Power distance does not seem to be negatively correlated with entrepreneurship, but the research outcomes suggest that the emphasis on hierarchy in Thai culture is likely to conflict with certain features of the proposed entrepreneurship pedagogy. Thus, a high score for this category represents a feature of the pedagogy that may be difficult to implement in a Thai cultural setting.

In the matrix of Table 5.1 above, the scores in the Ambivalent Category are combined with the scores in the Positive Influence Category to produce an average score representing the Potential Benefits of each pedagogical

feature in the Thai cultural context. This score appears on the right hand side of the table with the abbreviation PB. The scores in the Ambivalent Category are combined with those in the Problematic Category to produce an average score representing the Difficulty of Implementation of each pedagogical feature as a result of the Thai cultural context. This score appears on the left hand side of the table with the abbreviation DI.

5.1.2 The assignment of scores to the matrix

5.1.2.1 Reasons for assignment of scores: the Case Study Method

Table 5.2 provides the reasons for the assignment of scores relevant to the Case Study Method.

Cultural characteristic	Score	Feature 1: public presentation and defence of analyses	Score	Feature 2: finding solutions to ill-structured problems
PD	3	Traditional Thai deference to lecturers inhibits public discussion and questioning of ideas in a classroom context. This may lead to a reluctance to question lecturer's analyses or to engage with lecturers' criticism. This aspect of Thai culture is by far the most prominent in participant responses to the question of whether the Case Study Method may be inconsistent with Thai culture.	1	Power Distance has little relevance for this feature.

Cultural characteristic	Score	Feature 1: public presentation and defence of analyses	Score	Feature 2: finding solutions to ill-structured problems
UA	2	The anxiety regarding possible loss of face in a public setting combined with avoidance of uncertainty may lead to over-cautious analyses.	3	The ambiguity involved in solving ill-structured problems and in judging the worth of solutions according to multiple criteria is likely to prove highly challenging for both students and lecturers who prefer to avoid uncertainty.
Coll	3	Collectivism prizes the avoidance of conflict and preserving the face of both self and others – a value encapsulated in the Thai term <i>kreng jai</i> [respect]. This value inhibits criticism of the ideas of others, especially in public.	1	Collectivism has little relevance for this feature.
CT	3	The ability to present a reasoned analysis, defend it, and criticise the analyses of others is central to critical thinking. Student participants report significant improvements in their critical thinking abilities as a result of studying by means of the Case Study Method.	3	Generating solutions to Ill-structured problems involves sophisticated critical thinking skills.
Cr	2	Awareness of the possibility of multiple valid solutions or analyses through exposure to classroom discussions may play a role in encouraging creativity in students.	3	Participants note that generating solutions to ill-structured problems is an inherently creative activity.
EO	2	Developing the ability to publicly defend and criticise analyses is likely to build independence of thought and self-efficacy with regards to the ability to analyse problems effectively.	3	Solving ill-structured problems is a central element of entrepreneurial activity, and thus this feature of the Case Study Method is likely to build entrepreneurial self-efficacy as well as entrepreneurial skills.
ORE	1	Opportunity recognition has little relevance for this feature.	3	The emphasis on problem-solving involved in the Case Study Method and the open-ended nature of ill-structured problems is likely to enhance students' ability to identify opportunities.

Cultural characteristic	S c o r e	Feature 1: public presentation and defence of analyses	S c o r e	Feature 2: finding solutions to ill-structured problems
N	1	Networking has little relevance for this feature.	1	Networking has little relevance for this feature.

Table 5.2

Reasons for assignment of scores: the Case Study Method

5.1.2.2 Reasons for assignment of scores: Problem-Based Learning

Table 5.3 provides the reasons for the assignment of scores relevant to the Problem-Based Learning Method. Since Feature 2 of the Case Study Method and Feature 1 of Problem-based Learning are essentially the same, readers are referred to Table 5.2 for the reasons for assignment of scores to Feature 1 in Table 5.3

Cultural characteristic	S c o r e	Feature 1: finding solutions to ill-structured problems	S c o r e	Feature 2: Student responsibility for identifying and remedying gaps in their own knowledge.	S c o r e	Feature 3: Group learning	S c o r e	Feature 4: Transdisciplinarity
PD	1	See Table 5.2	3	The autonomy granted to students by this feature may be difficult for both students and lecturers to accept given the traditional role of Thai teachers as the source of all	2	As a result of the traditional role of Thai teachers as sole source of knowledge in the classroom, it may be difficult for both students and tutors to accept the value of peer discussion.	2	The hierarchical nature of Thai society may make tutors reluctant to venture outside of their field of expertise for fear of losing the respect of students if their lack of knowledge of another field is

Cultural characteristic	Score	Feature 1: finding solutions to ill-structured problems	Score	Feature 2: Student responsibility for identifying and remedying gaps in their own knowledge.	Score	Feature 3: Group learning	Score	Feature 4: Transdisciplinarity
				knowledge.				exposed.
UA	3	See Table 5.2	3	This feature is likely to generate a great deal of uncertainty in students.	1	Uncertainty Avoidance has little relevance for this feature.	2	Uncertainty Avoidance may make both students and tutors unwilling to tackle aspects of problems that lie beyond the discipline with which they are most familiar.
Coll.	1	See Table 5.2	2	This feature requires students to practice self-reliance and independence of thought.	2	The sense of responsibility to other members of the group engendered by collectivism suggests that this feature may be highly compatible with Thai culture. However, effective group learning relies on critical discussion of analyses and solutions, which is hindered by the collectivist Thai value of <i>kreng jai</i> [preserving the face of others].	1	Collectivism has little relevance for this feature.
CT	3	See Table 5.2	3	Awareness of deficiencies in one's knowledge is a crucial critical thinking skill.	2	Critical thinking is required for discussion involving criticism of the ideas of others and the ability to defend/modify one's own views in response.	3	A high degree of critical thinking is required in assessing and understanding concepts outside one's own discipline. This also requires critical self-assessment to prevent over-confidence in reasoning about issues in other disciplines.

Cult ur al ch ar ac ter ist ic	S c o r e	Feature 1: finding solutions to ill- structured problems	S c o r e	Feature 2: Student responsibility for identifying and remedying gaps in their own knowledge.	S c o r e	Feature 3: Group learning	S c o r e	Feature 4: Transdisciplinarity
Cr.	3	See Table 5.2	1	Creativity has little relevance for this feature.	2	Exposure to divergent views may stimulate lateral thinking in students, thus enhancing creativity.	3	Transdisciplinary thinking involves combining concepts from divergent domains of thought, a key characteristic of creativity (Ko & Butler 2007)
EO	3	See Table 5.2	2	This feature is likely to build students' confidence in their ability to master the new fields of knowledge required for innovation.	1	Entrepreneurial outlook has little relevance for this feature.	2	Confidence in one's ability to understand novel problems in a broad range of fields is likely to boost entrepreneurial self-efficacy.
ORE	3	See Table 5.2	2	This feature lays the foundation for life-long learning, which is associated with opportunity recognition according to Ko and Butler (2007).	2	Group discussion may enable students to identify opportunities inherent in problems that individual analysis may miss.	3	Awareness of developments in a broad range of fields is likely to boost opportunity recognition.
N	1	See Table 5.2	2	Since a major function of networks is to provide information, this feature is likely to enhance students' ability to make use of networks.	2	Group discussion is likely to build relationships among entrepreneurship students and to develop students' interpersonal and communication skills.	2	The transdisciplinary aspect of Problem-Based Learning may make it easier both to create and exploit diverse networks involving contacts with expertise in a wide range of fields.

Table 5.3
Reasons for assignment of scores: Problem-Based Learning

5.1.2.3 Reasons for assignment of scores: Simulation Games

Table 5.4 provides the reasons for the assignment of scores relevant to Simulation Games.

Cultural characteristic	Score	Type 1: Computer-based	Score	Type 2: Negotiation-based	Score	Feature 3: Debriefing/discussion of issues raised by the simulation	Score	Feature 4: Opportunity for trial and error
PD	1	Power Distance has little relevance for this type of simulation.	1	As this game is conducted among peers, Power Distance is unlikely to play a significant role.	2	The high Power Distance of Thai society is likely to inhibit open discussion of the issues raised by the simulations.	1	Power Distance has little relevance for this feature.
UA	1	Uncertainty Avoidance has little relevance for this type of simulation.	2	Since this game revolves around (inherently uncertain) human interactions and trust, Uncertainty Avoidance may well play a role in how students approach this game.	1	Uncertainty avoidance is unlikely to be relevant to this feature.	2	High Uncertainty Avoidance may result in students being over-cautious in trying out varied strategies. Conversely, learning how to develop appropriate strategies may reduce the anxiety connected with uncertain situations.
Coll.	1	As this kind of simulation is a solitary activity, collectivism seems to have little relevance.	1	Since this game is likely to be played by a fairly cohesive in-group (a university class), collectivism is unlikely to interfere with smooth negotiations or the development of trust among players.	2	Collectivism, with its associated values of preserving the face of others (<i>kreng jai</i>) may inhibit critical discussion of others' strategies.	1	Collectivism has little relevance for this feature.
Cr.	1	The necessarily constrained	1	This type of simulation seems unlikely to foster	1	This feature seems unlikely to foster creativity	1	This feature seems unlikely to foster

Cultural characteristic	Score	Type 1: Computer-based	Score	Type 2: Negotiation-based	Score	Feature 3: Debriefing/discussion of issues raised by the simulation	Score	Feature 4: Opportunity for trial and error
		environment of a computer-simulated reality means that genuinely “out of the box” thinking is unlikely to result in success within the simulated environment.		creativity skills.		skills.		creativity skills.
EO	3	This type of simulation is likely to build students’ confidence in their ability to develop strategies for managing and expanding their businesses.	3	This kind of game is likely to build students’ confidence in their ability to acquire resources through networks and to negotiate.	2	Critical reflection on one’s own strategies is likely to consolidate understanding of the issues involved and thus build entrepreneurial self-confidence.	3	Participant responses suggest that the repeated opportunities for trialling strategies involved in the simulation game builds entrepreneurial self-confidence.
ORE	1	This kind of simulation seems unlikely to boost students’ opportunity-recognition skills.	2	This kind of simulation seems likely to increase students’ awareness of how networks can be leveraged to provide opportunities.	1	This feature seems unlikely to boost students’ opportunity-recognition skills.	1	This feature seems unlikely to boost students’ opportunity-recognition skills.
N	1	This kind of simulation seems unlikely to boost students’ networking skills.	3	Since this game revolves around negotiations and obtaining resources by exploiting contacts, it likely to significantly contribute to networking skills.	2	Like other group discussion activities, this feature is likely to boost communication skills, which may in turn enhance students’ ability to network.	1	This feature seems unlikely to boost networking skills.

Table 5.4
Reasons for assignment of scores: Simulation Games

5.1.2.4 Reasons for assignment of scores: Local Community Involvement

Table 5.5 provides the reasons for the assignment of scores relevant to Local Community Involvement.

Cultural characteristic	Score	Type 1: Live case studies	Score	Type 2: Mentoring	Score	Type 3: Entrepreneur presentations to students	Score	Type 4: Student presentations to entrepreneurs
PD	3	Students may well be very reluctant to offer advice or criticism to entrepreneurs whom they perceive as having far higher social status than themselves.	3	The large difference in social status between students and entrepreneurs may hinder easy communication and discussion of ideas given the high Power Distance of Thai society.	3	A common theme in the responses of student participants is the difficulty in engaging entrepreneurs in discussions due to the large difference in social status and the formal nature of presentations.	3	High power distance in Thai societies is likely to lead to enormous levels of anxiety in students preparing and giving presentations to entrepreneurs.
UA	3	The heightened realism of live case studies (compared to prepared ones) means that the inherent ambiguity and ill-structured nature of problems encountered is likely to be very challenging for students who prefer to avoid uncertainty.	1	Uncertainty avoidance is unlikely to be relevant to mentoring.	1	Uncertainty avoidance is unlikely to be relevant to entrepreneur presentations.	2	Uncertainty avoidance, combined with the anxiety associated giving presentations to entrepreneurs, may lead students to be over-cautious in designing business plans.
Coll.	2	The collectivist Thai value of <i>kreng jai</i> tends to discourage critical discussion of the ideas of	1	Collectivism is unlikely to be relevant to mentoring.	2	The importance of preserving face (of both oneself and others) in a collectivist culture can inhibit discussion and	1	Collectivism is unlikely to be relevant to this activity.

Cultural characteristic	Score	Type 1: Live case studies	Score	Type 2: Mentoring	Score	Type 3: Entrepreneur presentations to students	Score	Type 4: Student presentations to entrepreneurs
		others.				questioning.		
CT	3	Analysing live cases involves high-level critical thinking skills.	3	Mentoring has the potential to expose students to more sophisticated ways of thinking about problems and to challenge their assumptions.	2	Critical analysis and discussion of entrepreneur presentations presents an opportunity for exercising critical thinking skills.	3	Knowing that their presentations will be assessed by entrepreneurs is likely to make students very aware of the importance of critical thinking in developing the presentations.
Cr.	3	Generating solutions to the highly ill-structured problems involved in live case studies is likely to demand a high level of creativity.	3	Since mentors are entrepreneurs, students may be encouraged and inspired to be more creative as a result of the mentoring relationship.	2	Students may be inspired by the innovativeness and creativity of entrepreneur speakers.	3	The development of business plans is a creative activity in itself. If the presentation is to be assessed by entrepreneurs, students will be aware that creative and innovative business plans will be required.
EO	3	Analysing a real, ongoing case is likely to greatly increase students' engagement with entrepreneurship and entrepreneurial self-efficacy.	3	The mentoring relationship is likely to inspire students to adopt the entrepreneurial outlook of mentors.	3	Exposure to entrepreneurial outlooks and values through presentations may inspire students to adopt such values for themselves.	2	Presentations of entrepreneurial business plans to be assessed by entrepreneurs will require many aspects of the Sino-Thai entrepreneurial outlook.
ORE	2	Live case studies may involve situations where the opportunities inherent in problems can be identified.	3	Discussion of opportunities (both the entrepreneur's experience of exploiting opportunities and discussion of entrepreneurial opportunities available to students is likely to boost students' opportunity-	2	Listening to presentations and discussions with entrepreneurs may provide students with examples of opportunity recognition and thus inspire greater awareness of opportunities.	3	Awareness of entrepreneurship opportunities is required for the development of business plans to be presented to entrepreneurs.

Cultural characteristic	Score	Type 1: Live case studies	Score	Type 2: Mentoring	Score	Type 3: Entrepreneur presentations to students	Score	Type 4: Student presentations to entrepreneurs
				recognition skills.				
N.	3	Ongoing interactions with entrepreneurs in which the entrepreneurs become aware of students' problem-solving abilities may result in entrepreneurs becoming useful contacts in students' networks.	3	The mentoring relationship may well grant students access to parts of the mentors' own networks.	2	Interactions and discussions with entrepreneurs may result in entrepreneurs becoming useful contacts in student networks.	3	Interactions and discussions arising from presentations, and the opportunity for entrepreneurs to appreciate the entrepreneurial potential of students may result in entrepreneurs becoming useful contacts in student networks, or even providing advice or assistance with the implementation of the plan.

Table 5.5
Reasons for assignment of scores: Local Community Involvement

5.2 Synthesis

Table 5.6 ranks the four pedagogical methods according to three criteria:

- I. Potential Benefits for entrepreneurship students;
- II. Degree of Difficulty of Implementation; and
- III. The ratio between these two scores.

Criterion	1	2	3	4
Most beneficial to least beneficial	Local Community Involvement	Case Study Method	Problem-Based Learning	Simulation Games
Average Score (PB)	2.4	2.2	2.1	1.7
Least problematic to most problematic	Simulation Games	Problem-Based Learning	Local Community Involvement	Case Study Method
Average Score (DI)	1.4	1.9	2.1	2.2
Highest ratio of benefit to difficulty	Simulation Games	Local Community Involvement	Problem-Based Learning	Case Study Method
Ratio	1.23:1	1.15:1	1.10:1	1.02:1

Table 5.6
Ranking of Pedagogical Methods

For all four pedagogical methods, the ratio of potential benefits to difficulty of implementation was greater than one, suggesting that all four methods are feasible for entrepreneurship pedagogy at Hat Yai University. Simulation Games receive the highest ranking both for ease of implementation in the Thai cultural context (DI of 1.4) and for the ratio of benefits for entrepreneurship students to the difficulty of implementation (1.23:1). Local Community Involvement receives the highest ranking for potential benefits for entrepreneurship students (PB of 2.4) and ranks second in the ratio of benefits to difficulty of implementation (1.15:1). The Case Study Method, although ranked second in terms of potential benefits (PB of 2.2), ranks last in terms of both ease of implementation in the Thai

cultural context (DI of 2.2) and in terms of the ratio of benefits to difficulty (1.02:1). Problem-Based Learning has an intermediate rank in all categories: third for Potential Benefits (2.1), second for least Difficulty of Implementation (1.9), and third for the ratio between these scores (1.10:1).

These results suggest that both Local Community Involvement and Simulation Games may be relatively simple to implement at Hat Yai University and offer substantial benefits for entrepreneurship students. However, neither of these methods is suitable for a complete course of study; both are somewhat supplementary in nature and serve to reinforce and extend knowledge and skills learned through prior study. In order to reap the benefits of comprehensively learner-centred pedagogy, both the Case Study Method and Problem-Based Learning have a role to play. The higher benefit to difficulty ratio of Problem-Based Learning (1.10:1), however, suggests that Problem-Based Learning might be an optimal strategy for implementing entrepreneurship pedagogy at Hat Yai University.

The synergistic outcomes of the matrices posited above enable the derivation of pedagogy for entrepreneurship education at Hat Yai University. This pedagogy is detailed in Chapter 6.

CHAPTER 6

PEDAGOGY FOR ENTREPRENEURSHIP AT HAT YAI UNIVERSITY

In this Chapter, the synthesis of research outcomes developed in Chapter 5 is employed to define an appropriate pedagogy for the development of entrepreneurship in undergraduate students in the Faculty of Business Administration at Hat Yai University. The synthesis of research outcomes in Chapter 5 (Sections 5.1 and 5.2) demonstrate that each of the four entrepreneurship pedagogical methodologies central to this dissertation – the Case Study Method, Problem-Based Learning, Simulation Games and Local Community Involvement – contain beneficial but complementary aspects in the Thai cultural context. In consequence, this dissertation concludes that a combination of elements of each of the four pedagogical methods might facilitate undergraduate entrepreneurship education at Hat Yai University.

The pedagogy presented in this Chapter is defined in terms of broad pedagogical aims (Section 6.1), specific learning outcomes (Section 6.2), pedagogical methods (Section 6.3), assessment (Section 6.4), course structure (Section 6.5), and implementation strategy (Section 6.6). The Chapter concludes with a discussion of research limitations and implications for future research.

6.1 Pedagogical aims

In the literature review in Chapter 2, the goal of entrepreneurship education was broadly defined, following Graham (2005), as empowering students to participate proactively in the creative knowledge economy, thereby contributing to innovation and economic growth. It was contended that achieving such a goal requires both the development of business management skills and the development of specifically entrepreneurial aptitudes such as innovation and creativity, internal locus of control, opportunity recognition, entrepreneurial self-efficacy, and the ability to deal with ambiguity. The research outcomes detailed in Chapter 4 confirm the importance of developing these aptitudes as a key component of entrepreneurship pedagogy. They also indicate further aims for entrepreneurship pedagogy, especially in the Thai socio-economic context.

The research outcomes arising from Question 1, pertaining to the entrepreneurial attributes of Sino-Thais and how such attributes could be encouraged by entrepreneurship pedagogy, strongly confirm the need to develop entrepreneurial self-confidence and self-efficacy. These research outcomes also suggest as a pedagogical aim the creation of cultural legitimacy for entrepreneurship within the university to empower students to construct an entrepreneurial identity despite the existence of a broader culture that is indifferent or antipathetic to entrepreneurial values.

As a component of Sino-Thai entrepreneurial success, the capacity for networking and the development of trust-based relationships was strongly confirmed by the research outcomes. In the Thai socio-economic context, networking skills lower transaction costs, grant access to information and credit, and facilitate opportunity recognition. The development of networking skills and social capital is thus proposed as a key pedagogical aim of entrepreneurship education at Hat Yai University. Further pedagogical aims arising from responses to Question 1 include the amelioration of uncertainty avoidance, the development of the capacity to accept and assess risks and to identify opportunities, and the development of financial management skills.

Other pedagogical aims arising from the research outcomes concern the necessity for globally-oriented entrepreneurship in order to sustain economic growth in Thailand. These aims include awareness of the necessity for and expertise in attracting foreign investment and exporting to international markets. Concomitant to these aims is the need for development of cross-cultural communication expertise, student-centred inquiry, and intellectual property as a foundation for international competitiveness. Finally, awareness of social entrepreneurship and social responsibility emerged from the research outcomes as a key pedagogical goal.

6.2 Learning outcomes

It is anticipated that upon completion of the entrepreneurship course, students will have acquired both entrepreneurial skills and an entrepreneurial outlook, equipping them to engage in entrepreneurship either as owners of small businesses, social entrepreneurs, or intrapreneurs. It is not expected that all, or even a majority, of students will immediately establish entrepreneurial start-up companies upon graduation; indeed, an opportunity to gain managerial and industry experience and to take note of opportunities for innovation as an employee is likely to be beneficial to the likelihood and success of graduates' entrepreneurial start-ups. Rather, it is expected that graduates will be able to approach their work, whether employed or self-employed, in an enterprising manner; to play a supporting role to entrepreneurial employers; and to take advantage of opportunities for innovation at various stages of their future careers by means of intrapreneurship and the establishment of innovative, high-growth start-up companies.

In order to do so, students completing the entrepreneurship course should be characterised by the following knowledge, skills, and attitudes:

(1) Students will understand:

- the nature of entrepreneurship and entrepreneurial behaviour,

- including intrapreneurial behaviour;
- the principles of entrepreneurial business management;
- the strategies employed by innovative, high-growth businesses;
- the importance of exporting and building international business links;
- business ethics, especially as they apply to entrepreneurial ventures and to networking;
- the potential of social entrepreneurship to address social and environmental problems and generate social change;
- the need for social and environmental responsibility on the part of entrepreneurs.

(2) Students will be able to:

- plan, set up, and manage a small business;
- manage finances wisely;
- communicate and negotiate effectively with employees, clients, and partners;
- exercise leadership;
- critically analyse and assess arguments, sources of information, and strategies within a transdisciplinary

context

- combine concepts and information from multiple sources and fields of inquiry to formulate creative strategies;
- solve problems quickly in conditions of incomplete information and ambiguity;
- exercise initiative;
- assess and deal with risk;
- seek out, recognise and act on opportunities in their environment;
- research and learn independently;
- establish, maintain, and utilise business and social networks to gain access to information, advice, resources, and capital;
- communicate across cultures.

3. Students will be characterised by:

- confidence in their own ability to engage in entrepreneurship;
- a view of entrepreneurship as a legitimate and desirable career goal;
- a commitment to innovation;

- perseverance and entrepreneurial drive;
- responsibility and integrity

6.3 Mixed-method pedagogical approach

In order to achieve these student outcomes, a mixed method pedagogical approach for undergraduate entrepreneurship education at Hat Yai University is proposed, incorporating the Case Study Method, Problem-Based Learning, Simulation Games, and Local Community Involvement alongside lectures. The Case Study Method and Problem-Based Learning will comprise the core of the proposed entrepreneurship pedagogy, due to their flexibility and learner-centred focus. Research outcomes suggest that activities involving direct entrepreneurial experience such as student start-ups and internships could also be profitably incorporated into the course, most likely towards the end of the course. Since these techniques lie outside the scope of this dissertation, however, they are not discussed in detail here.

Local Community Involvement appears able to be accommodated at all stages of entrepreneurship education albeit using different aspects of this approach. Specific qualities of the other pedagogical methods suggest that they should be introduced into the course pedagogy in stages, as follows:

- (i) Lectures

(ii) The Case Study Method

(iii) Problem-Based Learning

(iv) Simulation Games

This sequence is additive and overlapping. In other words, the Case Study Method is first introduced to students alongside lectures; the introduction of Problem-Based Learning is supported by lectures and may occur alongside other subjects taught using the Case Study Method; Simulation Games are used as a supplementary activity in subjects taught predominantly using Problem-Based Learning. The rationale for this proposal, with reference to the synthesis in Chapter 5, follows.

6.3.1 Rationale

(i) Lectures

Relying exclusively on learner-centred pedagogical techniques such as Problem-Based Learning and the Case Study Method is unusual in undergraduate programmes even in Western countries, at least in the first year or two of the course, since lectures are cost-effective means of educating large classes (Adler et al. 2000) and first-year students are often unprepared for highly learner-centred techniques (Adler et al. 2000; Stevenson & Sander 2002). Students need to be introduced to more learner-centred techniques gradually, as they become ready for them

(Slevin & Lavery 1991; Grow 1991). Since these considerations are likely to apply even more strongly in Thailand, it is recommended that lectures be used to introduce foundational theoretical elements of the course that might provide the context necessary for students to engage with learner-centred techniques, as suggested by research participants in Chapter 4.

The course will not, however, rely upon teacher-centred, lecture-based learning as the central pedagogical method in the entrepreneurship course, since teacher-centred techniques do not encourage the development of entrepreneurial skills and aptitudes such as critical thinking, problem-solving, or independence and initiative. Nevertheless, lectures are not limited to a purely teacher-centred style, and may incorporate learner-centred activities such as small-group discussions and the production of mind maps (O'Neill & McMahon 2005). Efforts to introduce more learner-centred elements into lecturing technique should be a key element of lecturing pedagogy in entrepreneurship education at Hat Yai University.

(ii) The Case Study Method

In the synthesis in Chapter 5, the Case Study Method is ranked second in terms of potential benefits to entrepreneurship students (2.2) but last in the overall difficulty to benefits ratio, suggesting that care needs to be taken to bridge the cultural gap when implementing this pedagogical method.

Therefore, it may be more feasible in the initial stages of the entrepreneurship course to combine elements of traditional pedagogy such as lectures with the Case Study Method to allow time for students to adapt to the new learner-centred pedagogy. The high difficulty of implementation score for this method is due to its utilisation of public presentation and defence of analyses. This is an integral part of the Case Study Method, so it cannot be simply abandoned when implementing this pedagogy. However, it may be possible to introduce this feature gradually.

While similar to lecture-based methodologies in some respects (large classes in which the lecturer takes a leading, but not dominating role), it differs radically from traditional Thai pedagogy and challenges aspects of Thai culture such as Power Distance, Uncertainty Avoidance, and Collectivism. However, as this pedagogy is a tool for improving analytical, communication and problem-solving skills, it is best introduced early in entrepreneurship education. This suggests that increasingly challenging elements of the Case Study Method should be gradually introduced to students during the first stage of entrepreneurship education. Research outcomes indicate that lecturers will need to ensure that case studies are up-to-date and relevant, ideally focusing on Thai rather than foreign entrepreneurship in an encouraging and supportive environment ¹¹⁷.

¹¹⁷ For detailed elucidation of this methodology, see Garvin (2003) and Dalglish and Evans (2008).

(iii) Problem-Based Learning

In the synthesis in Chapter 5, Problem-Based Learning received a slightly lower average score for Potential Benefits than the Case Study Method (2.1) and a significantly lower average score for Difficulty of Implementation (1.9). This comparison might be somewhat misleading, however, as the Problem-Based Learning methodology was assessed on four features rather than two in the case of the Case Study Method. This suggests that Problem-Based Learning might actually have significantly more benefits to offer entrepreneurship students but might also be just as difficult to implement as the Case Study Method. Since the Case Study Method is more easily integrated into a traditional lecture-based pedagogy, the best approach may be to introduce Problem-Based Learning alongside the Case Study Method at a later stage of the course.

The high ratio of benefits to difficulty of the use of ill-structured problems (1.46:1) and of transdisciplinarity (1.29:1) suggest that these features of Problem-Based Learning need to be emphasised in the entrepreneurship course and that substantial efforts be made to realise these features. On the other hand, the high average score (2.1) for Difficulty of Implementation of students' responsibility for identifying and remedying gaps in their knowledge suggests that this feature needs to be introduced with care. However, as this feature is an integral element of Problem-Based Learning and promises substantial benefits in terms of learner independence and

life-long learning, it would not be wise to abandon it. Instead, as with the Case Study Method, this feature of Problem-Based Learning could be introduced gradually. Students might be supported with reading lists, textbooks, and detailed advice from tutors in the initial stages of the introduction of this method. Later, the suggested readings and advice might become more general, and group discussions of knowledge gaps and means of addressing them might become more prominent.

(iv) Simulation Games

Simulation Games offer the lowest Potential Benefits to entrepreneurship students of the four proposed pedagogical methods (1.7) but the highest ratio of benefits to difficulty of implementation (1.23:1). Thus, although Simulation Games might not be a prominent feature of the proposed entrepreneurship pedagogy, it might nevertheless be a valuable means of motivating students, consolidating previously learnt material, and providing students with decision-making experience. Because of its role in consolidating knowledge and skills learnt through previous study, Simulation Games may be more suitable for the third or fourth year of the proposed entrepreneurship course.

Although the negotiation-based Simulation Games offer somewhat higher Potential Benefits, especially with regard to networking and negotiation

skills, they are somewhat limited in scope compared to computer-based Simulation Games. Thus, it is expected that both strategies will be used but that the computer-based strategy will predominate. The research outcomes have revealed that a computer-based Simulation Game had already been trialled in the Hat Yai University Business Administration Faculty with considerable success. Despite difficulties caused by a lack of the English language skills required for the game, participants reported that the game provided valuable practical experience, developed students' ability to make independent decisions, and seemed to reflect the reality of running a business well.

(v) Local Community Involvement

The assignment of the highest ranking for potential benefits to entrepreneurship students (2.4) and the second-highest ranking for the ratio between benefits and difficulty of implementation (1.15:1) to Local Community Involvement suggests that this pedagogical method should play a major role in the proposed entrepreneurship pedagogy. It should be noted, however, that Local Community Involvement can take several quite different forms and that the benefit to difficulty ratio of 1.15:1 is simply an average for all of these forms. Type 2 (mentoring) has a very high ratio of 1.46:1, while Type 4 (student presentations to entrepreneurs) has an intermediate ratio (1.21:1), and Types 1 and 3 (live case studies and entrepreneurship presentations to students) have ratios of approximately

1:1. It should also be noted that Types 1 and 2 (Live case studies and Mentoring) make considerable demands on entrepreneurs participating in Local Community Involvement in terms of time and commitment.

The four types of Local Community Involvement also differ in their suitability for different stages of the proposed entrepreneurship course. Entrepreneur presentations to students might take place at any time during the course and may indeed be an effective tool for motivating students during the first stage of the course. Research outcomes suggest that such presentations should be made as much as possible in an informal atmosphere that reduces the salience of Power Distance and encourages students to ask questions and discuss issues with entrepreneurs. Live Case Studies might take place in the second or third year, after students have become familiar with the Case Study Method and have developed greater understanding of entrepreneurship and analytical ability. Mentoring and student presentations to entrepreneurs presuppose active involvement in practical entrepreneurship activities and thus are most suitable for the final year of the entrepreneurship course.

A key variable in assessing the feasibility of the Local Community Involvement approach is the extent to which it is possible to locate entrepreneurs willing to participate given the potential obstacles of time constraints, fear of revealing business secrets, and lack of confidence on the part of entrepreneurs in their public speaking ability. The findings of

Katz (1995) that many entrepreneurs are willing to participate in Local Community Involvement programmes, which are confirmed by the willingness to participate expressed by most entrepreneur participants in this research project, suggest that finding suitable entrepreneurs is not an impossible task. Nevertheless, incorporation of Local Community Involvement into the proposed entrepreneurship pedagogy will require flexibility in planning so as to accommodate the requirements and schedules of participating entrepreneurs and to include contingency plans in case entrepreneurs are not available to fulfil their planned role.

6.4 Assessment

Assessment is of central importance to pedagogy because of its fundamental role in motivating learning behaviour and defining educational goals (Rust 2002; Biggs 2003). As such, it is crucial that the practice of assessment is aligned and integrated with educational goals and teaching methods (Biggs 2003; Light et al. 2009). The learner-centred pedagogy proposed in this Chapter is clearly incompatible with wholesale reliance on traditional assessment techniques aligned with teacher-centred pedagogy tests and semester-final examinations prevalent at Hat Yai University. Such techniques discourage deep learning, self-reflection, and internal locus of control (Biggs 2003), provide little opportunity for originality or application of theory to practice (Light et al. 2009), and are necessarily focused on certainty and mono-disciplinary theory rather than ambiguity and transdisciplinary practice (Hager & Butler 1994). The results of the current

research confirm both the incentive for rote learning that the current examination-focused assessment system at Hat Yai University provides for students and its unsuitability for encouraging entrepreneurial learning outcomes.

The desired learning outcomes specified above imply an assessment system focused on analysis, creativity, and the application of theory to practice. They also imply a system and capable of encouraging in students a deep learning approach, independence, self-confidence, social interaction and communication, and the capacity to deal with ambiguity and uncertainty. These aims in turn imply the use of multiple forms of assessment that include the following elements:

- I. authentic and creative engagement with professional practice;
- II. holism and transdisciplinarity;
- III. divergence rather than convergence on a single desired outcome;
- IV. the assessment of processes as well as outcomes;
- V. group work in addition to individual assessments;
- VI. emphasis on formative as well as summative assessment;
- VII. fostering of the capacity for reflection and the self-evaluation of learning achievement and learning needs through self- and peer-assessment.

Since assessment needs both to be aligned with teaching methodologies and to keep pace with the emergence of student capabilities, forms of assessment will be different at different stages of the course. More traditional forms of assessment, including essay writing and examinations, will still play a role in initial stages of the course as a means of focusing students' attention on key concepts. Assessment that over-burdens students and provokes anxiety is counter-productive in terms of encouraging a deep learning approach (Rust 2002), so a gentle and gradual introduction to more unfamiliar and demanding forms of assessment is warranted. Nevertheless, the use of multiple-choice tests and examinations, as incentives to rote learning, should be avoided, and examination and essay questions must demand analytical thought in addition to recall of concepts.

Assessment for those parts of the course taught by means of the Case Method should include marks for demonstrating insight through class participation as well as individual and group case study reports and presentations. Assessments during the later stages of the course may involve more ambitious projects involving interaction with entrepreneurs and local businesspeople using the Live Case Study methodology. Examinations would continue to be a minor part of the assessment strategy in the middle stages of the course; requiring students to produce a written analysis of cases in these examinations would be an appropriate test of both subject knowledge and analytical skills gained by means of the Case Study Method.

Assessment for the Problem-Based Learning parts of the course would be similar to Case Study assessments in some respects given the shared problem-solving focus of these two methods. A proportion of total marks should be based on tutors' judgements regarding effective class participation, and reports and presentations on problems should be one of the assessment formats used, although as Hallinger and Bridges (2007) suggest, a broad range of potential responses to problems can be assessed, including the production of memos, role-plays, and websites. Problem-Based Learning lends itself to frequent assessment; each problem discussed and researched by a class is an opportunity to assess students. Problem-Based Learning also lends itself to assessments involving elements of peer assessment.

Simulation Games incorporate formative assessment by means of both in-game feedback and results and the post-game reflections and debriefings that are an integral part of this teaching methodology. Summative assessment should include scores for performance during simulation games in order to provide an incentive for student effort. However, summative assessment based on such performance may be limited in validity without additional checks on learning performance (Anderson et al. 1998) and may inhibit learning by limiting students' opportunity to explore innovative strategies and learn from failure (Lean & Moizer 2010). Indeed, while there is ample evidence that simulation games promote learning, there is much less evidence suggesting that performance in simulations

reflect mastery (Washbush & Gosen 2001; Gosen & Washbush 2004). Thus, the major focus of summative assessment will be written and oral reflections and debriefings (Lean & Moizer 2010).

Assessment for Local Community Involvement activities will vary greatly according to the nature of the activity. For activities having the purpose of inspiring students and increasing their intrinsic motivation to study and engage in entrepreneurship, assessment may not be appropriate at all. Assessment for other activities can involve reports, reflective commentaries, and feedback from the entrepreneurs and businesspeople with whom the students engage.

6.5 Course Structure

Research outcomes strongly suggest that entrepreneurship education at Hat Yai University should be centred on a course substantially longer than the one-semester small-business elective currently available. Participants believe that shorter elective courses would not be sufficient for the development of the skills necessary for entrepreneurship and that entrepreneurship is too broad a subject to be covered adequately in a short course. Developing the skills and aptitudes outlined in Section 6.4 above would clearly involve a course of significant length, perhaps a four-year undergraduate course. Research outcomes also suggest that such a

course might best be operated within a separate department – the Department of Entrepreneurship Studies – with lecturers specialising in both entrepreneurial expertise and in student-centred pedagogical delivery as opposed to the traditional Thai teacher-centred pedagogy. This might enable lecturers to concentrate on creating a coherent curriculum for entrepreneurship and make it easier for entrepreneurship students to seek advice and discuss relevant issues with their lecturers.

Research outcomes also suggest that shorter elective entrepreneurship courses for non-Business students and cross-disciplinary courses should be developed that specifically address transdisciplinary issues and entrepreneurial practices in scientific, technological and artistic contexts. Extending entrepreneurship education beyond the Faculty of Business might spark transdisciplinary creativity and collaboration. Such an initiative would not only benefit students in other faculties but also has the potential to generate intellectual property for Hat Yai University and encourage the development of a Mode-2 orientation.¹¹⁸ This would go some way towards addressing the lack of innovative applied research at Thai universities noted by Schiller (2006) and Brimble and Doner (2007), a symptom of the non-entrepreneurial orientation of Thai universities detailed in Chapter 2 above.

¹¹⁸ For detailed exposition of the concept of transdisciplinarity and Mode-2 research implied in the conclusion see Gibbons et al. (1994), Nicolescu (2002), Nowotny et al. (2003), and Burnett (2009).

6.6 Implementation strategy

Research outcomes suggest two key strategies to support the development of a student-centred entrepreneurship education pedagogy at Hat Yai University: developing conceptual awareness of entrepreneurship and student-centred pedagogy; and providing organisational support for entrepreneurship pedagogy.

6.6.1 Conceptual awareness

In order to successfully establish an entrepreneurship course at Hat Yai University, communication with students and parents in order to clarify and shift perceptions of key concepts is required. Such communication is necessary regarding three key issues.

First, there is a need to clarify the meaning of “*pubragopgarn*” [entrepreneur] for students enrolling in the proposed entrepreneurship course. Although some of the participants interpreted the word “*pubragopgarn*” in the sense intended by the researcher, the majority interpreted the word to mean approximately “*small-business owner*”. The fact that the Schumpeterian concept of entrepreneurship does not enjoy widespread currency in Thailand means that it will be necessary to clarify the concept and emphasise the significance of creativity and innovation for

entrepreneurship in the course descriptions and during orientation and the early stage of the course during the early stages of the course.¹¹⁹

Second, there is a need to address negative attitudes towards entrepreneurship. Research outcomes indicate a strong tendency for Thai families to encourage their children to work with the government and large companies rather than to engage in entrepreneurship, which is viewed as risky. Given the degree of parental involvement in the decision-making of Thai students, it is essential that the goals and potential benefits of the course are explained not only to students but also to their parents. Communication that attempts to shift the aspirations of native Thai families away from employment in government and in large companies towards entrepreneurship by emphasising the positive outcomes of entrepreneurship and dissociating it from financial risk and loss of face may be required. Within the university, an atmosphere that fosters a positive attitude towards entrepreneurship as a career needs to be cultivated.

Third, research outcomes suggest that the nature and purpose of the student-centred pedagogy to be employed in the course will also require explanation. Since this pedagogy will be unfamiliar to most new students

¹¹⁹ For detailed discussion of the nature of entrepreneurship, see Knight (1921), Schumpeter (1934; 1947), Hisrich and Antoncic (2003), Graham (2005), and Ugbah and Smothers (2007).

and conflicts to a certain extent with many Thai cultural values, communication to explain the pedagogical methods to be employed, the rationale behind the new pedagogical approach, and student responsibility for self-directed learning and class participation will be required.

6.6.2 Organisational support for entrepreneurship pedagogy

In order to implement the mixed-method pedagogy detailed above, changes in the way the Faculty of Business Administration at Hat Yai University currently operates will be required.

First, research outcomes suggest that ensuring that lecturers have the requisite level of expertise and up-to-date knowledge will be a challenge for the implementation of entrepreneurship education at Hat Yai University. As experienced personnel might not be available, given the generally low level of expertise in Thai universities (Office of Educational Standards and Quality Assessment 2007), the utilisation of the Local Community Involvement method might compensate for this shortcoming by providing a supplementary source of experience and expertise. From a longer-term perspective, as Potter (2008) contends, a change in attitudes and policy regarding recruitment and work conditions for academics may be required that rewards involvement in entrepreneurship and industrial partnerships and facilitates career mobility between university and industry positions.

Second, the transition to student-centred pedagogy requires organisational support. The research found that little emphasis is placed on developing student creativity and innovation in Thai universities and that lecturers may need to change not only their classroom techniques but also their approach to personal interactions with students in order to become more approachable. It is acknowledged that such changes might be difficult because of conservative attitudes and deep-seated Thai cultural mores. As implementing such pedagogy might be hindered by conservative attitudes, lack of pedagogical expertise and time constraints, a methodology to transition to learner-centred pedagogy will need to be implemented and managed.

Research by Hallinger and Lee (2011) demonstrates that the use of top-down directives characteristic of Thai management styles is unlikely to give rise to the necessary changes. Thus, to ensure that lecturers implement the entrepreneurship pedagogy consistently and effectively, a program for training lecturers in appropriate pedagogy and for monitoring lecturer performance that allows for open communication and discussion of issues arising from the transition to student-centred learning will be necessary.¹²⁰

Third, the insular, Mode-1 orientation of Thai universities documented in

¹²⁰ For detailed substantiation and elucidation of this recommendation see Haase and Lautenschlager (2010), Oosterbeek et al. 2008, Klein and Bullock (2006), Timmons and Spinelli (2008), Graham (2005), Myrah (2003), Rae (2004), Hallinger and Lee (2011), and Bell and Kozlowski (2008).

chapter 2 is at odds with the practical, transdisciplinary, and Mode-2 nature of entrepreneurship education. Local Community Involvement and the establishment of cross-disciplinary courses recommended in Section 6.5 above implies the development of collaborative links between university faculties and between the university and industry which would contribute to the development of innovation and entrepreneurial spirit within the university. Such collaboration would require substantial negotiation and coordination between faculties and with existing structures for encouraging innovation at Hat Yai University such as the University Business Incubator.

6.7 Research limitations

This research project is subject to several limitations. First, as a result of the limited resources and time available to a single post-graduate researcher, the sample size was deliberately kept small in order to ensure that the task of data collection and analysis remained manageable. Although sample size is not such a crucial issue in the validity of qualitative research as it is in quantitative research, a larger sample size encompassing a broader range of participant groups might have broadened the analysis by including additional themes and perspectives.

Some of the recommendations arising from the research suggest that a wider range of stakeholders could have usefully added to the range of

relevant perspectives that the research might have considered. For example, the recommendation that other faculties be involved in transdisciplinary entrepreneurship education suggests that the perspectives of members and students of other faculties could have been useful in formulating this strategy. Likewise, the fact that participants highlighted the importance of family approval and support for the subject choices made by students suggests that the participation of students' parents might also have added useful perspectives to the research.

Second, the interviews with participants, although yielding very useful data, had two shortcomings. One is that many participants lacked an understanding of entrepreneurship in the Schumpeterian sense. Although this fact was itself a significant finding of the research and has important implications for the implementation of the proposed entrepreneurship course (as detailed in section 5.3.1), more thorough understanding of the concept of entrepreneurship on the part of participants might have yielded more insightful responses. The other is that the busy lifestyles of participants, especially entrepreneurs, meant that interviews lasting longer than one hour were not practical, even though more extended interviews might have allowed the research to explore relevant issues in greater depth.

6.8 Implications for future research

Two main areas of future research that might usefully extend the findings of this research project suggest themselves. The first concerns ways in which the findings of this research project might be further validated and generalised. This research project is qualitative in nature, drawing on the expertise and experience of relevant stakeholders to test and refine pedagogy for entrepreneurship education at Hat Yai University. Although participant responses to the concept of student-centred entrepreneurship education at Hat Yai University were overwhelmingly positive, further tests of the feasibility of the proposed course through research to confirm the attractiveness of the course to students and the willingness of local entrepreneurs and OTOPs to be involved in the programme might be required. In addition, qualitative research at universities other than Hat Yai might extend the generalisability of this research by exploring how entrepreneurship education might be realised in universities of different types (such as public universities in Thailand), in other regions of Thailand, or indeed in other non-Western countries.

The second area of future research involves evaluation of the strategies recommended in this chapter and their implementation if they are put into practice at Hat Yai University or elsewhere in Thailand. Both the effectiveness of the resulting entrepreneurship course and the process of change management required in order to implement it might be monitored and evaluated. In addition, further research concerning the use of student-centred pedagogy in Thailand and how it can be best adapted to the Thai

cultural and educational environment would shed light on some of the issues raised in this research.

6.9 Conclusion

It is anticipated that the outcomes and conclusions of this research will form the basis of a vibrant entrepreneurship education programme at Hat Yai University that benefits the university, the students, and the Thai economy by preparing entrepreneurship graduates to engage in innovative entrepreneurship and thus contribute to the realisation of the Thai knowledge economy.

It is thus contended that the findings of this dissertation contribute to both the theory and practice of entrepreneurship education in Thailand and provide evidence that the research herein makes a significant contribution to knowledge in the field of entrepreneurship education studies.

Chapter 7

Reflection

This chapter documents my experiences and learning insights resulting from my doctorate studies. The reflection is a compulsory component of the Doctor of Professional Studies.

7.1 Background

As part of my Master's degree at Hat Yai University, I wrote a dissertation entitled "*The entrepreneur's strategies on rubber purchasing in Songkhla Province*". This research raised my awareness of the need for entrepreneurs to renew strategies continually in order to compete in a rapidly-changing modern world and so take advantage of international markets. Many of the businesspeople whom I interviewed for this research, however, felt that they lacked the right combination of education and experience to do so even when it could clearly benefit their businesses. Others suggested that education was irrelevant to their business activities and that they could rely solely on practical experience. The research left unanswered the questions of whether education could benefit entrepreneurs in Thailand and what pedagogy would be most effective in doing so.

For me, this question was a very important one because of my family background. My family had started a rubber business from scratch and expanded it into a large company. They did this without having completed any higher education, relying instead on their experience, initiative and belief in themselves as businesspeople. My family's business practices, however, while demonstrating great initiative and strategic thinking, did not involve significant innovation. Business success like that of my family is not common in Thailand despite the large number of people there who start small businesses. Unlike my family's business, however, most of these small businesses are established in markets that are already full of other similar businesses and are often not very profitable.

I decided to pursue further education that might help me to address these issues and to do so overseas in order to gain exposure to Western ideas about entrepreneurship that I could apply in Thailand. Australia was recommended to me as a country that offered high quality education at reasonable cost, so I decided to come to Australia. At the beginning of April, 2008, I enrolled in the Doctor of Professional Studies course at the Sydney campus of CQUniversity.

7.2 Orientation

I started the doctorate with the intention of investigating the connection

between entrepreneurship and education in Thailand. At this stage, I could not decide on a topic with a sufficiently narrow or practical focus to suit the requirements of the Doctor of Professional Studies course. Guided by the course coordinator, Dr Clive Graham, I realised that a lack of innovation among Thai small business owners was a serious problem for the Thai economy and that effective entrepreneurship education might contribute to the alleviation of this problem. I therefore decided to research how an entrepreneurship course could be implemented at my alma mater, Hat Yai University, and defined my research topic as *“Pedagogy for entrepreneurship development at Hat Yai University, Thailand”*. I was pleased that I would have the chance to conduct research that would be useful for Thai students by assisting them to engage in entrepreneurship that might stimulate innovation in Thailand.

The first year of the Doctor of Professional Studies Course involves six workshops – *“Creating Futures”*, *“Critical Foresight”*, *“Market Positioning”*, *“Working in the Knowledge Society”*, *“Futuring”* and *“Net Solutions”* – and corresponding assignments. These workshops and assignments were challenging but essential preparation for my research course because they taught me the skills necessary for reviewing literature, conducting research, and writing my dissertation.

I quickly realised that my existing skills in academic reading and writing in English, critical thinking, literature research, note-taking and planning

needed to be improved and that the rote-learning pedagogy used in my previous study in Thailand had not prepared me for the kind of research I was engaged in. This was a new orientation for me. In Thailand, research is directed by the Faculty Head and is invariably theoretical. Coming to grips with applied research required creative and critical skills aligned with the particular orientation of western academia – which is quite foreign to the Thai way of researching.

Further, undertaking this study in a second language was an enormous and exhausting challenge. At times I felt like quitting the course and returning to Thailand because of the difficulty of coping with my workload and lack of confidence in my ability to complete the research. However, I noticed that my reading was slowly becoming more fluent and that my ability to critically analyse and organise ideas into a coherent framework and to present this framework in written form was improving. Completing each assignment honed my skills and my understanding of the issues involved in the research process.

The “*Critical Foresight*” workshop and assignment was especially useful. It introduced the concepts of Mode-2 knowledge production and transdisciplinarity, which helped me understand the nature of my research project and to place it within a broader theoretical context. As I continued my research, I realised that these concepts were also relevant to entrepreneurship pedagogy. Entrepreneurship, like Mode-2 research,

involves combining knowledge across several domains to produce practical results, and the innovations that form the basis of entrepreneurship commonly arise from cross-fertilisation between disciplines. Students in the entrepreneurship course will need to prepare for circumstances that require research combining several disciplines, a focus on a particular goal, and achieving a balance between the interests of several groups.

The six workshops and assignments took me nine months to complete. Completing these assignments was difficult, but it improved my research, critical thinking and writing skills and created a knowledge base for conducting my research and writing my dissertation. I gained an understanding of most of the key concepts underpinning the research topic and the methodology and a solid, well organised collection of notes and references on my computer so that much of the relevant literature was at my fingertips when necessary.

7.3 Research

I began the actual research phase of the doctorate in the second year of enrolment in September 2009. This part of the course involved four assignments that served as a direct preparation for the research itself: “*The Significance of the Research*”, which formed the starting point for Chapter 1

of this dissertation, “*Literature Review*”, which formed the starting point for Chapter 2, and “*Research Methodology*”, which underpins Chapter 3. These assignments were more complex and time-consuming than those I had completed in the first year and required several revisions to refine their structure and focus. I had to rethink the key issues behind the research – its purpose and potential benefits, the relevance of the issues identified in the literature, and the appropriate methodology to use. Thinking deeply about these issues deepened my understanding of entrepreneurship, pedagogy, culture, and qualitative research methodology. I was also gaining insight into the kind of writing necessary for the dissertation – writing that focuses on argument underpinned with evidence rather than simply exploring issues in an unfocused manner.

I completed these four assignments around March 2010. My next two tasks were to prepare a colloquium for an academic panel in order to gain approval for my research project and to complete a National Ethics Application Form (NEAF). The colloquium, which took place on 21st October 2010, required me to summarise and synthesise my previous assignments in both written and oral forms. The most difficult aspect of this process was the oral presentation, which caused me a great deal of anxiety, especially in relation to my ability to fluently answer questions for which I had not prepared a scripted response. I had previously delivered many presentations in Thai, my native language, but had little experience in doing so in English. It was also the first time in the research process that

my work was not being judged solely by my supervisor but by a panel of professors with whom I had little or no previous interaction. The colloquium panel approved my research proposal on the condition that certain recommendations were incorporated into the research methodology. Successfully delivering my colloquium greatly boosted my confidence in my own academic abilities and in the potential of the research project to obtain useful results.

The NEAF is a standardised form for researchers required to submit their research to ethical review by Human Research Ethics Committees. Filling out this form correctly and obtaining approval proved to be a complex and frustrating procedure. Nevertheless, it helped me to formulate the research methodology more precisely and analyse its ethical implications more deeply.

While I was preparing my NEAF, I was invited to discuss my research at the CQUniversity Research Showcase on April 13, 2011. Delivering presentations in English still made me extremely nervous but my experience during the colloquium had given me greater confidence. The presentation proved to be a valuable experience, providing me with an opportunity to discuss my research with professors at CQUniversity and other universities.

7.4 The interviews

After the NEAF had been approved (on the 1st of July 2011), I was finally ready to conduct my research. I was happy and excited, both because I was returning to my native country to see my family and because the research was finally under way. Due to my contacts at Hat Yai University and my family contacts with entrepreneurs in Thailand I had little trouble in identifying and contacting research participants. I found the interviewing process to be the most enjoyable stage of my research project. The participants were friendly and enthusiastic, the constant difficulty of interacting with others in a foreign language that I was accustomed to in Australia was no longer present and the flexible qualitative interview process meant that there was a great deal of variety in the ideas being expressed from interview to interview.

I made every effort during the interviews to make the participants feel comfortable and relaxed. In order to create an informal atmosphere, I memorised the interview questions so that I did not need to refer to the question paper during the interviews. I found that I greatly enjoyed the interactions with participants. In turn, participants told me that they liked my interview style because I was friendly, polite, and gave them new ideas about entrepreneurship. Many participants offered to provide me with assistance of further information to help advance my research project. Encouragingly, the feedback that I received during the interviews regarding

the proposed entrepreneurship course was overwhelmingly positive. Participants were enthusiastic about the idea of implementing an entrepreneurship course at Hat Yai University and impressed that I had chosen a research topic that might achieve concrete results rather than simply add to the corpus of theoretical knowledge.

7.5 Analysis and Synthesis

After I finished my interviews, the process of transcription, translation, and analysis began. The TAMS computer program proved to be an invaluable aid for analysis, facilitating the process of tagging text according to themes and of comparing participants' responses. Although the process of organising and analysing so much information was time-consuming and difficult, it was also enjoyable to gradually achieve clarity regarding the significance of key themes. During the analysis process, I became more confident that this research could result in viable entrepreneurship pedagogy for Hat Yai University and more convinced of the necessity of doing so. It became clear to me that cultural differences between native Thai and Sino-Thai businesspeople are a significant factor in the differences in relative entrepreneurial achievements of the two groups, that these differences are relevant in explaining their entrepreneurial success, and that such cultural influences on entrepreneurship need to be taken into account when devising entrepreneurship pedagogy in Thailand. I also became more aware of the students' perspectives and the importance of

taking students' needs and experiences into account in devising and implementing pedagogy.

Having completed the analysis, I was finally ready to start writing my dissertation. This was probably the most difficult step in the entire research process. I was able to use my assignments from the previous years as a template for the first three chapters, although I had to reread much of the literature I had previously located in my library research and identify more up-to-date sources. However, the standard of critical thinking and written expression required was now much higher and the themes identified in my previous writing needed to be organised in a much more focused way. I made many false starts, writing chapters that were rejected by my supervisor as unfocused or insufficiently analytical. Although this was very frustrating and discouraging, I learnt a great deal from the mistakes I made. I was gradually learning how to integrate large amounts of information and ideas into a coherent whole.

Writing Chapter 4 (Results and Analysis) and Chapter 5 (Synthesis and Conclusion) required constant revision and rethinking of my analysis of the data. These chapters comprise the heart of my dissertation and required me to draw conclusions directly from the data rather than rely on the interpretations of others.

7.6 Conclusions

In all, doing doctoral research has been an immensely challenging but very valuable experience for me. Some of my friends warned me before I started the course that it would involve an enormous amount of work and be extremely stressful. This warning certainly proved to be correct. However, rising to the challenge and overcoming the obstacles on the way to success has been a very satisfying experience. I was encouraged to continue despite the difficulties due to by my conviction that the more difficult something is to attain, the more meaningful it will be in one's future life. The support and encouragement that I received from my family was also vital in sustaining the energy and optimism necessary to complete this dissertation.

One very positive aspect of this experience involves the improvement in my skills and abilities that has occurred during the Doctor of Professional Studies. My English reading skills have greatly improved, especially for academic and business texts. I have learnt how to use search engines and library databases to search the literature systematically for relevant articles and to make judgements regarding the relevance and quality of the articles. My approach to study is now far more organised than it used to be, involving systematic note-taking and computerised record-keeping. My writing skills have also greatly improved, especially my ability to write long texts and organise them coherently. I have developed the ability to think critically, to analyse and to evaluate arguments, and to synthesise ideas.

The Doctor of Professional Studies has also developed my character. I have learnt to become more resilient and more patient, to learn from setbacks rather than be discouraged by them. I have learned to become more independent in my approach to learning and to life generally and to develop my own ideas.

Probably the most satisfying aspect of having completed the dissertation is contemplating the possibility that my research will result in concrete, positive outcomes. I am hopeful that pedagogy for entrepreneurship education based on the outcomes of this research project will be put into effect in Hat Yai University and in other Thai universities and that this pedagogy will produce graduates capable of engaging in the innovation that the Thai economy requires in order to become a developed country. I am also hopeful that the entrepreneurship education pedagogy developed as a result of this dissertation will serve as an example of the benefits of experiential and student-centred learning, thus encouraging their use within the Thai education system.

I chose this research topic as a way of addressing the problems that I had encountered in entrepreneurship practice in Thailand. I do not want my dissertation to become just another academic tome filling the shelves in a library. My hope is that it will result in a tangible improvement in the Thai education system and the Thai economy. I hope to see Thai students gaining access to ways of thinking and learning that are common in

Western countries but are currently rare in Thailand. I hope to see Thai universities implementing pedagogy that meets the needs of students and is relevant to their lives.

However, the greatest achievement of my doctorate research is to have participated in the critical and creative thinking processes of a western education system and having documented applied research which might make an impact for a better Thai society.

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Appendix 1: Information sheet for participants



Sydney Campus 400 Kent Street SYDNEY NSW AUSTRALIA 2000
Information Sheet

TITLE: Pedagogy for entrepreneurship development at Hat Yai University, Thailand

RESEARCHER CONTACT Miss Atchadison Moolmek
34/2 Grafton St, Chippendale, NSW 2008

NATURE OF RESEARCH: This research project investigates the feasibility of creating a new pedagogy for the teaching of entrepreneurship at Hat Yai University, Thailand.

EXPECTED DURATION: 1-2 hours at a mutually agreeable time

METHODOLOGY: A hand-written record and audio-recording of the main points of the interview will be made during the interview.

RIGHT TO WITHDRAW: See Attachment 1: Letter of Consent

1. You are free to withdraw from this interview at any time.
2. You are free to reframe a response at any time.
3. You anonymity is assured-
 - a. No statement will be attributed to you in writing or in speech.
 - b. No inference that is attributable to you will be made in writing or in speech.
 - c. No record of interview either written or recorded that is attributable to you or any institution with which you may be associated will be distributed.
 - d. Your name, title and institution will not be recorded in the research or elsewhere.

COUNSELLING: No counselling support is required.

DATA STORAGE: Data will be stored for five years in accordance with the CQUniversity Code of Conduct policy.

PUBLICATIONS: An analysis of the data will be published in the form of a thesis and possibly journal articles or conference papers.

NON-PARTICIPATION: Will not affect the participants' employment or academic standing.

CONFIDENTIALITY AND ANONYMITY: Assured in Letter of Consent

Copies of the research findings will be distributed to persons who volunteer to be interviewed as part of the qualitative component of the research. Please contact CQUniversity Office of Research (tel) +61 7 4923 2607 or email research-enquiries@cqu.edu.au should there be any concerns about the nature and/ or conduct of this research project

Appendix 2: Letter of consent signed by participants



Sydney Campus 400 Kent Street SYDNEY NSW AUSTRALIA 2000

LETTER OF CONSENT

Name
Address
Date

TITLE: Pedagogy for entrepreneurship development at Hat Yai University, Thailand

RESEARCHER Miss Atchadison Moolmek
CONTACT 34/2 Grafton St, Chippendale, NSW 2008

NATURE OF RESEARCH: This research project investigates the feasibility of creating a new pedagogy for the teaching of entrepreneurship at Hat Yai University, Thailand

EXPECTED DURATION: 1-2 hours at a mutually agreeable time

Thank you for participation in this research associated with my doctorate degree at CQUniversity. I inform you of the following:

1. You are free to withdraw from this interview at any time;
 2. You are free to reframe a response at any time;
 3. Your anonymity is assured-
- (iv) No statement will be attributed to you in writing or in speech
- (v) No inference that is attributable to you will be made in writing
- (vi) or in speech.
- (vii) No record of interview either written or recorded that is
- (viii) attributable to you or any institution with which you may be
- (ix) associated will be distributed.
- (X) Your name, title and institution will not be recorded in the research or elsewhere.
4. A hand written record of the main points of the interview will be made during the interviews.
 5. An audio recording of the interviews will be made.

Miss Atchadison Moolmek

YOUR CONSENT: I agree to be interviewed in accordance with the above conditions.

Signed: _____ Date _____

Summaries of the research findings, written in plain English or Thai, will be made available to persons who volunteer to be interviewed as part of this research project. Please tick the appropriate box below if you would like to receive a copy.

- ☐ Yes, I would like to receive a copy of the summary in English.
- ☐ Yes, I would like to receive a copy of the summary in Thai.
- ☐ No, I do not wish to receive a copy of the summary.

Please contact CQUniversity Office of Research (tel) +61 7 4923 2607 or email research-enquiries@cqu.edu.au should there be any concerns about the nature and/ or conduct of this research project.

Appendix 3: Request for research permission and cooperation addressed to the Dean of the Faculty of Business at Hat Yai University.



Sydney Campus 400 Kent Street SYDNEY NSW AUSTRALIA 2000

Name

Address

Date

TITLE: Pedagogy for entrepreneurship development at Hat Yai University, Thailand.

RESEARCHER Miss Atchadison Moolmek

CONTACT 34/2 Grafton St, Chippendale, NSW 2008

NATURE OF RESEARCH: This research project investigates the feasibility of creating a new pedagogy for the teaching of entrepreneurship at Hat Yai University, Thailand.

To: the Dean of the faculty of Business Administration at Hat Yai University.

I am writing this letter in order to seek your permission and cooperation in collecting research data for my doctoral thesis. The research method will consist of in-depth interviews of approximately 60 minutes duration with about twelve lecturers and twelve students of the Faculty of Business studies at Hat Yai University. My thesis topic is "Pedagogy for entrepreneurship development at Hat Yai University."

I have now been studying for one year and eight months at CQUniversity, Australia, International Campus, for a Doctorate of Professional Studies (DPS) in the Faculty of Business Administration and Entrepreneurship Program; my student identification code is S0153264. I have completed three preparatory assignments which will form part of my thesis, and I aim to complete the course by the end of next year.

My research project seeks to develop a pedagogy to deepen students' understanding of entrepreneurship, to support them in developing entrepreneurial skills and aptitudes, and to motivate them to become entrepreneurs. I aim to produce a pedagogy which is appropriate and engaging because it will be developed by taking into account the unique context of Thai culture and of Thailand's social and economic conditions. I thus hope to benefit not only to Hat Yai University, but also the wider Thai society, through my research project.

I am looking forward to your reply and thank you in advance. I would be grateful if you would reply by e-mail as per the contact details on this letter. If you require any further information please do not hesitate to contact me at S0153264@student.cqu.edu.au

Yours faithfully,

A handwritten signature in purple ink that reads 'Atchadison'.

Miss Atchadison Moolmek

Doctor of Professional Studies CQUniversity, Australia

Ph : +61 2 45 154 4120 Fax: +61 2 9324 5766

Email Address: S0153264@student.cqu.edu.au

Please contact CQUniversity Office of Research (tel) +61 7 4923 2607 or email research-enquiries@cqu.edu.au should there be any concerns about the nature and/ or conduct of this research project.

Appendix 4: Invitation to participate in the research



Sydney Campus 400 Kent Street SYDNEY NSW AUSTRALIA 2000

Invitation to Participate

Name
Address
Date

TITLE: Pedagogy for entrepreneurship development at Hat Yai University, Thailand.

RESEARCHER Miss Atchadison Moolmek
CONTACT 400 Kent Street, Sydney NSW 2020

NATURE OF RESEARCH: This research project investigates the feasibility of creating a new pedagogy for the teaching of entrepreneurship at Hat Yai University, Thailand.

Dear.....

My name is Miss Atchadison Moolmek. I am studying the Doctor of Professional Studies at CQUniversity, Australia. My research project is "Pedagogy for entrepreneurship development at Hat Yai University, Thailand".

I invite you to participate in my research topic. I would like to spend one hour with you in private to ask you your opinions and beliefs about teaching entrepreneurship at Hat Yai University. With your permission, the interviews will be audiotaped. The information collected during the interview will be in non-identifiable form so that there will be no way any remarks will be attributed to you personally. That is, your responses will be anonymous. You will be free to withdraw at any time prior to and during the interview and the information I gain will be distributed to you in the form of a brief summary of findings if you so request.

I would be grateful if you could respond your willingness to participate to me at s0153264@student.cqu.edu.au.

Thank you very much in anticipation.

Best regards,

Miss Atchadison Moolmek
Doctor of Professional Studies
CQUniversity, Australia
Ph: + 61 2 9324 5000
Fax: +61 2 9324 5766
Email: s0153264@student.cqu.edu.au.

Please contact CQUniversity Office of Research (tel) +61 7 4923 2607 or email research-enquiries@cqu.edu.au should there be any concerns about the nature and/or conduct of this research project.

Appendix 5: Interview questions



Sydney Campus 400 Kent Street SYDNEY NSW AUSTRALIA 2000

Interview Questions

TITLE: Pedagogy for entrepreneurship development at Hat Yai University.

RESEARCHER Miss Atchadison Moolmek
CONTACT 34/2 Grafton St, Chippendale, NSW 2008

NATURE OF RESEARCH: This research project investigates the feasibility of creating a new pedagogy for the teaching of entrepreneurship at Hat Yai University, Thailand.

PROPOSED ETHNOGRAPHY

Definition of entrepreneurship:

Entrepreneurship is the process of identifying or creating new business opportunities and exploiting them in a creative and innovative way. It can involve creating new products or services, creating new methods of production, distribution, or marketing, or identifying and exploiting new markets or sources of business inputs. This typically involves establishing a new small business, but it can also be practised by the managers or owners of existing businesses, by changing them to take advantage of the new opportunity that has been identified or created.

1. Show participants and explain to them the proposed pedagogical model and its derivation.

(Estimated time: 15 minutes)

2 Interview Questions for University Lecturers (Estimated time 50 minutes)

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

(viii) Do you think it is the role of Thai universities to teach entrepreneurship?

(ix) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

(x) What needs to change if Thai universities are to teach entrepreneurship?

Please contact CQUniversity Office of Research (tel) +61 7 4923 2607 or email research-enquiries@cqu.edu.au should there be any concerns about the nature and/or conduct of this research project.

Appendix 6: Colloquium Report



CU55 Doctor of Professional Studies

Colloquium Report

Candidate: Atchadison MOOLMEK S0153264

Research Topic: "How might entrepreneurship be taught to undergraduate students in the Faculty of Business at Hat Yai University?"

Date: 21st October 2010

Panel: Associate Professor Allison Owens
Professor Ross Lehman
Dr Irene Hoeltzer
Dr Clive Graham (Chair)

The candidate presented the following:

- I. The research topic is concerned with finding a methodology to teach entrepreneurship to undergraduate students in the Faculty of Business at Hat Yai University, Songkhla Province, Thailand, relevant to the question "How might entrepreneurship be taught to undergraduate students in the Faculty of Business at Hat Yai University?";
- II. The Mode 2, transdisciplinary nature of the research topic;
- III. The minimal economic impact of entrepreneurship in Thailand;
- IV. The importance of promoting entrepreneurship in Thailand - Only 6.8% of new Thai ventures offered completely new goods or services to customers in 2008, and only 10% of Thai ventures entered relatively uncrowded markets; both figures are substantially lower than the global average (Virasa & Hunt 2008,);
- V. The lack of entrepreneurial behaviour among Thai businesspeople, and the relatively lacklustre recent performance of the Thai economy;
- VI. The potential effectiveness of entrepreneurship education - Longitudinal studies (Mallay 2008; Henry, Hill & Leitch 2004; Charney & Libecap 2002)

1

have demonstrated that such programs can produce a dramatic increase in the likelihood of graduates starting and successfully expanding their own ventures;

- VII. An overview of the literature supporting the proposed research topic including a definition of entrepreneurship;
- VIII. The psychological and cultural influences on entrepreneurship in Thailand including concepts of an "internal locus of control" Brockhaus (1982); Thai culture scores high in Hofstede's "power distance" dimension, in common with most Asian cultures, and low in "uncertainty avoidance", individualism, and "masculinity" (a tendency to value assertiveness and competitiveness) (Hofstede 1998); and Sino-Thai trust-based networks (Haley, Haley, & Tan 1998);
- IX. Four models of Entrepreneurship Education and the literature underpinning these: the Case Method; Problem-based Learning; Simulations; Making Connections with Entrepreneurs;
- X. The proposed research methodology focusing on eliciting opinions, attitudes, and insights from entrepreneurs and lecturers, an outline of a proposed pedagogy for entrepreneurship education that incorporates the main points of the literature review, the key skills and behaviours that educators should endeavour to develop in students, and an evaluation of the means by which they should do so;
- XI. A qualitative research approach involving grounded theory collecting data from two target groups, which have been selected as potential sources of insight into the appropriate educational goals of entrepreneurship education: Group 1 will consist of successful entrepreneurs; Group 2 will be the lecturers of the Faculty of Business administration in management, marketing, human resources management, and industrial management at Hat Yai University;
- XII. Data collected by in-depth interviews, a technique which invites the participants' interpretations of and reflections of their experience (Charmaz 2006); and
- XIII. An interview guide with ten questions per group.

The Colloquium Panel made the following comments and recommendations:

- 1 The Panel commends the candidate on the high quality of the Colloquium Paper in terms of language, structure and research;
- 2 The research methodology involves an hypothesis and therefore grounded theory should be de-emphasized;
- 3 The research method should be changed to 'qualitative research involving in-depth interviews with key stakeholders';

Appendix 7: Ethics Approval



Secretary, Human Research Ethics Committee
Ph: 07 4923 2603
Fax: 07 4923 2600
Email: ethics@cqu.edu.au

1 July 2011

Miss Atchadison Moolmek
34/2 Grafton Street
Chippendale NSW 2008

Dear Miss Moolmek

HUMAN RESEARCH ETHICS COMMITTEE APPROVAL: PROJECT H11/04-48, PEDAGOGY FOR ENTREPRENEURSHIP DEVELOPMENT AT HAT YAI UNIVERSITY, THAILAND

The Human Research Ethics Committee is an approved institutional ethics committee constituted in accord with guidelines formulated by the National Health and Medical Research Council (NHMRC) and governed by policies and procedures consistent with principles as contained in publications such as the joint Universities Australia and NHMRC *Australian Code for the Responsible Conduct of Research*. This is available at http://www.nhmrc.gov.au/publications/synopses/_files/r39.pdf.

On 31 May 2011, the committee met and considered your application. The project was assessed as being greater than low risk, as defined in the National Statement. On 1 July 2011, the committee acknowledged compliance with the conditions placed upon ethical approval for your research project *Pedagogy for entrepreneurship development at Hat Yai University, Thailand* (Project Number H11/04-048).

The period of ethics approval will be from 1 July 2011 to 1 September 2011. The approval number is H11/04-048; please quote this number in all dealings with the Committee. HREC wishes you well with the undertaking of the project and looks forward to receiving the final report and statement of findings.

The standard conditions of approval for this research project are that:

- (a) you conduct the research project strictly in accordance with the proposal submitted and granted ethics approval, including any amendments required to be made to the proposal by the Human Research Ethics Committee;
- (b) you advise the Human Research Ethics Committee (email ethics@cqu.edu.au) immediately if any complaints are made, or expressions of concern are raised, or any other issue in relation to the project which may warrant review of ethics approval of the project. *(A written report detailing the adverse occurrence or unforeseen event must be submitted to the Committee Chair within one working day after the event.)*
- (c) you make submission to the Human Research Ethics Committee for approval of any proposed variations or modifications to the approved project before making any such changes;

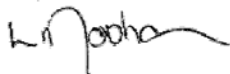
- (d) you provide the Human Research Ethics Committee with a written "Annual Report" on each anniversary date of approval (for projects of greater than 12 months) and "Final Report" by no later than one (1) month after the approval expiry date, or upon submission of your thesis (Psychology honours students only); *(A copy of the reporting pro formas may be obtained from the Human Research Ethics Committee Secretary, Sue Evans please contact at the telephone or email given on the first page.)*
- (e) you accept that the Human Research Ethics Committee reserves the right to conduct scheduled or random inspections to confirm that the project is being conducted in accordance to its approval. Inspections may include asking questions of the research team, inspecting all consent documents and records and being guided through any physical experiments associated with the project
- (f) if the research project is discontinued, you advise the Committee in writing within five (5) working days of the discontinuation;
- (g) A copy of the Statement of Findings is provided to the Human Research Ethics Committee when it is forwarded to participants.

Please note that failure to comply with the conditions of approval and the *National Statement on Ethical Conduct in Human Research* may result in withdrawal of approval for the project.

In the event that you require an extension of ethics approval for this project, please make written application in advance of the end-date of this approval. The research cannot continue beyond the end date of approval unless the Committee has granted an extension of ethics approval. Extensions of approval cannot be granted retrospectively. Should you need an extension but not apply for this before the end-date of the approval then a full new application for approval must be submitted to the Secretary for the Committee to consider.

The Human Research Ethics Committee is committed to supporting researchers in achieving positive research outcomes through sound ethical research projects. If you have issues where the Human Research Ethics Committee may be of assistance or have any queries in relation to this approval please do not hesitate to contact the Ethics and Compliance Officer or myself.

Yours sincerely,



Associate Professor Lorna Moxham
Chair, Human Research Ethics Committee

Cc: Dr Clive Graham, Mr Thanawat Wongsad (supervisors)
Project file

Application Category: C

Appendix 8: Interview transcripts

Group 1: Entrepreneurs

Entrepreneur 1 – Sino-Thai

Can you please tell me about your business?

I've been doing business for 29 years. My inspiration came from a rubber plant farm. I rely on trust in doing business. When I started to buy more rubber, I thought about opening a manufacturing plant. Then I set up a domestic business, and when the economics were not good, I changed products. I love my work. I am courageous, determined, and willing to take risks by trying things I don't know anything about. If you're honest in your work, people around you will help.

The word 'business' means it never ends. Work and doing business can teach you about a lot of things. New graduates are active. They have no funds to start a business but they collect them little by little. I didn't have rubber plant farm before, but when I made a profit, I kept expanding my business. My business has been growing because I don't spend a lot and I'm economical.

Why would you think that businesses run by a new generation of businessmen would need more theoretical knowledge? I myself use experience to manage. Do you think the old generation is different from the new generation? We all need knowledge in combination with experience and theory and practice. Students these days just follow their lecturers.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

Because I did not have the opportunity to study at school or university, when I started my own business I had to learn by doing. I remember that I was dependent on networking to expand my business and I learned from these people's experience and problems. I knew someone who worked at the bank and he helped me with many things, and as a result the bank formed a good opinion of my business and gave me the loan because of his recommendation. When I started my business and needed to buy a suitable block of land, my friend helped me contact the land owner and gave me important information about the area. When I started my business, I really didn't have enough money to do it but my friends told me they would give me credit by letting me take items of inventory first and pay for them later. That's how I was able to start my business. It gave me more opportunity to do business right then rather than wait until I had enough money. My business expanded because I overcame obstacles and was willing to take risks in uncertain situations.

Every day is different and we always face uncertain situations. I think if I'm doing business and I want to expand it, I shouldn't be afraid to take risks in uncertain situations because if I hadn't been willing to accept failure or risk, I might not have a successful business today. I've started a lot of businesses, only some of which succeeded. I've faced a lot of problems while doing so, but I've never thought about quitting. I try to learn from my past experiences and improve. I think if I don't fail, I won't learn to succeed. Lots of people tell me that now I've achieved success I should be relaxing, but for me, any happiness is not comparable to having a chance to do my best and I still want to keep improving my business. I don't want to retire until I die. I work hard every day and I don't have time to go to parties or on holidays like other people do, except Chinese New Year. During Thai festivals, almost all Thai people have a holiday or a party but I still open my shop and work.

Sino-Thai management style is more trustworthy. When Thai people have money, they don't save. I usually have a plan and make a calculation to save as much as I can for something I will buy and my friends say I'm stingy. I think if you know how to spend money sensibly, you can save more. Sino-Thais save and invest and work towards gaining trust from others whether in banking or in other aspects of business. Why does the northeastern part of Thailand not prosper like the southern part of Thailand? It's because of the banks. Business involves risks.

The Thai work style is diligent but they don't save much money. Thai families are proud if their children work for government or a famous company. Thai families don't encourage their children to start a new business because they would rather have their children save money in a bank than take a risk by investing in a business.

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I agree with the case study method. It's very good because Thai students are normally followers. Students get to see real things. Sometimes what we do and what we think are different. If we don't face any problems, we won't think. Thai people nowadays don't think. When the fuel price rises, we think of making a replacement fuel. Instead, we should solve problems realistically. We should do and think at the same time, not just think at a desk because action is different from theory.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

This technique of Problem-Based Learning might prepare students and assist them in developing the ability to deal with situations. I never had the experience of studying using Problem-Based Learning at university, but I've been able to make a success of my business by solving problems. The experience of solving problems has given me more power to cope with challenges and risky situations. Problem-Based Learning allows students to study using real problems. I think this is doable. Some problems take time. When I face a problem, I solve it myself. I never hire a lawyer. I think outside the box. I'm courageous and take action while some companies rely on

theories to run their business. They wait for insurance, which takes a long time. Regarding competition, we usually have to see what competitive advantage our competitors have and we need to use what we learn to improve ourselves and our business and to become better. I focus on fairness. I care about my employees, so my employees are sincere about their work.

Sometimes I feel disheartened because of problems. In terms of money, I didn't always have enough money so I solved problems by not buying unnecessary items and buying only necessary things. I also sold what I had for money in order to solve problems. When we're in trouble, our price is pushed down but still we have to sell our beloved items. [Researcher: How do you feel about this?] Well, we had to sell in order to grow and to solve problems at the time. I'm very economical and it influences my children to become economical too.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think it's a good idea and students might learn more as a result of these games – students could learn more about doing business and the business process.

Regarding what you were saying about students learning negotiation skills – I think these skills are very very important for students because they have to apply these skills when they're working or starting their own business. I had the experience of inviting my current business partner to become my partner, but you know, I really didn't know how to do it until I had learnt more and more from my experience with doing business. This why I think these skills are important for students to learn in this course.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

It's a little difficult to express an opinion on the idea of inviting entrepreneurs for discussions. This is because it might be difficult for business people to come. But students will benefit as students are very interested in it. Also, when students hear the discussion, they'll learn how to start a business. I think it's important to teach students to become a new generation of business owners because it will enable them to prosper, which means the country will prosper as a result.

My suggestion is that we have to put a lot of effort and attention in at the beginning so that the business will be successful. But if you watch others and follow them, you might not get the same result, so we have to do it differently. If children like particular things, don't pressure them but let them do what they like and they'll do it well. In the rubber business, the challenges are pricing and competition. As business people, once we have our reputation, we can't be greedy.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

Networks help me to do business in various ways, such as it giving me suggestions about how to run the business and specific information about exporting, marketing, and sourcing cheaper supplies. Networks help to improve how I think about business. The best thing for me is that I can share my ideas with other people. My friends advertised my business to their friends. This network helped me to expand my business faster than I could do it by myself. My friends also helped me to get a loan from the bank.

Training in negotiation skills in the old days was aimed at building relationships using generosity to create connections and to assist one another. It's different from the management style of the new generation which relies on trust and communication. In addition, families are important because they build businesses for their children.

I think setting up a club at university is a good way to encourage students to expand their networks and to speak freely when they have new ideas that might be useful for other students. If Hat Yai University had a club, it would give students more opportunities to talk with other students about their new ideas or whatever they want to, which is better than just thinking alone.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

What I think about this subject is that it teaches students to be better people and to allow the country to prosper because more students will want to do business, and this will make the Thai economy grow. You get a better chance to grow if you have your own business than if you're an employee in a company. After having studied this subject, the students will change the questions they ask each other from 'where are you applying for a job?' to 'what business will you do?'

My management principle is to use experience. Another suggestion is that lecturers in this subject should not focus only on theory but combine it with practice. Regarding social activities, I'm the president of the Civil Boy Scout Association of Southern Thailand. I support the idea of taking students to factories so they can learn and think more.

My inspiration started from having an idea to do an export business in association with Tekley Singapore. I told them that the rubber was ready for delivery. The company felt sorry for me as I knew nothing and explained to me what I should have done. Then I sent letters to overseas companies, some of which were answered. After that, I made contact with the Embassy of China. I tried hard. If I was to export products to China, my targets would be the four biggest companies. Just like that. Now 30% of my latex is sold to China.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

Thai students are very smart and have the talent required to create and innovate. I think entrepreneurship can

teach and train students in entrepreneurship, which might lead to a better economy for Thailand. This depends on the students, whether they like the business administration field or not. In terms of business management, some companies can read their customer's minds and produce products for themselves and even if there is no proper research, they can still adapt their products to suit the demand. If we take a look at some mid-sized companies, we know that this is not hard to accomplish. But if we look at relatively big companies, we will think it's too hard to achieve. I have a simple management system. I adapt to customers, to their individual status. We have to get to know the weaknesses in our businesses and use them to improve them. Everyone has different techniques. Learn from the problems we face and improve from there. Our worries make our customers worry. Putting yourself in someone else's shoes is important, but some people overlook this and don't recognize its importance because they think that those who come to them need them. I recognize the importance of everyone, from junior staff to executives.

To expand my product line, it must be in the rubber business because I am doing it well and there's no point in doing some other kind of business, like being an entrepreneur who sells parts, because I would have to start all over. What old people fear most is that their children will leave the business for the father to run on his own. My children actually take on the business. I've sent them to study overseas because I do international trade.

Of course, this course is directly [related to] the role of Thai universities, who need to teach students in order to encourage students to have more opportunities to become entrepreneurs rather than focusing on employment. Students might be able to apply their knowledge, ability, and skills usefully to their future career to make a lot of money by themselves, which is better than just waiting for your salary every month. Teaching this course at university might provide more information, experience, and knowledge of entrepreneurship, and I think this course can be taught to students who come from a non-business background to provide them with more opportunities to make their dreams come true. Students in this course are likely to depend on themselves because they'll have more confidence in their entrepreneurial experience, and they can use it to give themselves advantages in life. Students might create new innovations based on their own thinking and decision-making.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

What I think about this subject is that it teaches students to be better people and helps the country to prosper because more students might want to do business, and this might make the Thai economy grow. If new Thai entrepreneurs have innovative products or services, it will help them to meet the needs of the overseas market. Thai entrepreneurs will have more opportunities to export their products and earn more income.

Yes, this course is about enhancing the Thai economy because entrepreneurs can make the Thai economy prosper by giving people more opportunities to get jobs, and when people have jobs to do, it can help people move out of poverty. Thai entrepreneurs will take more responsibility for their social role. If you're an entrepreneur, you need to be aware of the need for forgiveness and give chances to people who have done something wrong. Myself, I often give a chance to people who intend to do something good because I believe that if our society doesn't have forgiveness, nobody will want to become a good person. So I think students in this course might have more awareness about this in order to assist Thai society to alleviate many problems. This course might encourage students who would like to be entrepreneurs to expand their business overseas in order to enhance Thai economic prosperity and make a lot of money from exporting.

Or maybe when it's hard for people to create a new product, they will care about their idea and not want someone to copy it, so I think students in this course will think about the importance of intellectual property if they are inventors.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

The necessity of changing things in teaching this course to improve students' entrepreneurship skills is important, because this course is just a new-born baby, so students need to know more about it in order to have clear understanding of how it will be useful for them after they graduate. Students need to learn more about how to do business in innovative ways that come from their own new ideas or to develop something new that suits the world economy. They need to know more about the new pedagogy that will be used in this course because it might be different from their normal study, and students in this course need to focus on self-directed learning rather than teacher-centered learning in order to align themselves with the aim of this course, which is to encourage students to have more entrepreneurial experience. I think this course should be an open course for every kind of student – I mean, other students studying other subjects need to have opportunities to study this course. I think the lecturers need to have enough [knowledge of] both theory and experience to motivate students to become innovative and creative entrepreneurs, so lecturers need to have up-to-date thinking and a good attitude towards doing business.

I hope this course can develop and improve Thai students' critical thinking, their ability to solve problems in unexpected situations, their willingness to take risks, their innovative and creative thinking, their trust in their own thinking and capacity to depend on themselves, and their confidence in their ability to become entrepreneurs, their ability to negotiate with other companies, and other entrepreneurship skills. I hope this course can do this.

Entrepreneur 2 – Sino-Thai

What does the word “pubragopgarn” [entrepreneur] mean for you?

Pubragopgarn means someone who owns a business.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

I'm a successful businessman because of my family. They've been important in my life, especially with starting my business. I used to help my family to do various kinds of work and it made me want to follow in their footsteps to start my own business in the future. My family liked to talk with me about business problems because they liked me to share ideas or discuss things with them. My family not only gave me good experience with doing business when I was young but also helped me get to know a lot of people such as their customers, partners and suppliers. My friends always give me good business advice and information before I make a decision and suggest ways to do business differently from other people, which gives me more opportunities than just following everyone else. At the moment, I'm thinking about starting a business based on one of my friends' suggestions. So I think this network facilitated the expansion of my business and made it easier for me to start my business because when I started my business, I was able to get a lot of advice and information from people who were working in this area based on their experience, and they gave me suggestions about what I should and shouldn't do. This shows that doing business depends on networking for success. I think students in this course should start trying to keep in touch with their friends as much as they can and try to get to know more people who they think will be important and useful for their career. My friend and I have known each other through our families since I was young, and my friend facilitated the rapid growth of my business. He gave me an opportunity to be his partner because we trust and are honest with each other. When I later started my own business, he gave me a customer list based on his business contacts, saying that he trusted me to do a good job in my business dealings with these companies and I wouldn't disappoint him by letting him hear bad things from his partner. I think it's important to realise that knowing the right people and trusting each other helps your business grow.

I've liked to learn and do new things that challenge me for a long time. I really like doing difficult things. When I started my business, I wasn't scared about everything. I had to do things that I didn't know much about – sometimes I knew nothing at all – but I liked doing it and taking risks in what I did. I didn't care about the result – instead, I would have felt sad if I hadn't done it. So I like taking risks to do business and I'm willing to accept uncertain situations because I think if I hadn't done this, I'd have ended up being a farmer working on a farm, not a successful businessman like I am today. So I'd like to tell students that if you have opportunities to do something that you want to do and make your life better, you'll need to do it and be brave enough to accept the risks because we're all human and we have to face problems, so we shouldn't be scared and worry. You have to move on with your life and learn new things because every day is a new beginning.

I've worked very hard since I started my business because I wanted to make my dream of becoming a successful businessman come true and I wanted to marry and have a close family life, so I thought I have to work hard and save money to build a good family and if I have a new family I would like them to have a better life and a good education and all the other things that are my responsibility. I think if you're an entrepreneur, you need to realize the importance of saving money for your future and don't spend too much money on things that aren't necessary for your life, and because we don't know what will happen in the future, so I think it's better to have money on hand. When I have any problems or good news, I usually discuss them with my daughter. She says she'd like to start a new business when she graduates because I inspire her and that she'd like to be a good boss like her mum, who never thinks about giving up and tries to create a new business that's different from other businesses.

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think this is a good method to teach students in entrepreneurship education. Case studies might take ideas from real situations that have already occurred and be similar to real situations in the future, so I think this is why learning in this way can make students understand more about the real world. It might help students to think deeply, analyse and think outside the box. When students learn or study by using cases, it has the potential to encourage students to start thinking about how to solve problems and analyse cause and effect in case studies, and later students might apply their experience to real situations. Case studies require thought and analysis to decide on a solution and they seem to be difficult, and I think if students always learn from difficult things, they will be able to improve their ability to see new opportunities in situations that are difficult and complex. Students will be able to think more positively about the potential for profits, while other people would give up in the same situation.

On the other hand, students might take a long time to read and try to understand case studies because they are used to learning from lecturers. Students might prefer to learn by note taking and listening because they don't have enough confidence to analyse and think independently. Students might worry about it and not like to study.

(iii) What do you think of Problem-Based Learning method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

It's a good idea to teach students by using Problem-Based Learning because we inevitably have to face problems, we just don't know what kind of problems they will be. I've improved my ability to think, to make decisions and depend on myself because I've learnt from many problems that I've faced when I doing business, and it's helped me to be more accepting of uncertain situations. So what I think is that when people have many problems in their life, it can be both an advantage and disadvantage, but it can help people have more power to move forward, to have a new way of thinking and do new things, and help them dare to take risks in unexpected situations. I think it might be hard for Thai students to learn this way and they might not understand what they should do because they've never learnt like this, so students might be confused and do it in the wrong way.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I like this kind of game. I wish I could have learnt using this method before I started my business because it's a good idea to have some experience about doing business and I'm sure that I would be able to use this experience in real situations. Anyway, students nowadays have more opportunities to choose a better way to study in order to improve their entrepreneurial experience, which is very different from my study in the past. As

you said, this game is similar to doing business in real situations, so I think students might learn from what they do wrong and what they do right and then they can apply this experience when they start doing business. This game might encourage students to start their own businesses because they'll understand more about how to do business and they might like to test their ability – to see whether they are able to do business or not.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Of course, this method is a useful method to teach students in entrepreneurship education. Entrepreneurs are people who have already had experience in real situations, so they can teach students how to cope with unexpected problems and how to solve problems well. Students might have more opportunities to discuss with entrepreneurs other things that students would like to know about doing business. Maybe when students see an entrepreneur drive a Mercedes-Benz or have expensive things – useful things, not just things that they want to show off – it might be inspiring for students to become like them and they might think that if they have a lot of money, they'll be able to buy something good that has value for them. On the other hand, sometimes entrepreneurs might not be able to solve problems that happen in class like lecturers, because they might not have enough confidence to teach students in class. Some Thai students don't like to ask questions, they just like to listen and they forget it after class.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

It's good that this course focuses on networking. I'm doing business and I know how useful networks are for business. I have access to information and special help, and I think it might be hard for me to do it alone. The more people I get to know, the easier it is to expand my business and give my business more opportunities to be linked to important activities in order to improve my ability, knowledge, and skills. The university needs to know many people who are doing business because they might give advice and suggestions about what is important for students to learn. Maybe we could have an entrepreneurship club at university to let students talk, discuss and share ideas with other people, or the university could set up a site for the club on the Internet to cater for people who would like to be a member but don't have enough time to go to the university, so that they could share their ideas online.

If students have opportunities to visit overseas businesses, it might help them to imagine or come up with new ideas for starting products and services in Thailand that suit the needs of the world economy and customer demands. Learning from different cultures and people can develop students' ideas, skills, knowledge and abilities in order to adapt existing products or getting ideas for creating new products and services that haven't been done before. Students need to learn and see something new and different in class. The university needs to take students to visit motor shows, innovation exhibitions, or real companies where there are new technologies, products and services. I think when students see more about innovation and new technology, they might have more opportunities to create their own ideas and think in new way.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

Students need to learn from real situations because they might learn more this way than from theory. And I think this course needs to emphasise learning by doing, so students might improve their ability from what they learn – it's sometimes hard for lecturers or anyone to tell or teach them things unless they experience them and learn by themselves. After visiting several countries and coming back to Thailand, I had new ideas because I'd experienced a lot of things that I hadn't seen in Thailand. So I think that in order to improve students' imagination and give them new perspectives, it would be good to invite entrepreneurs from other countries to cater for students.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

Yes, it is the role of Thai university to teach entrepreneurship at university. I wish I could have studied this course before I started my business because I would have more expertise in running a business both from theory and entrepreneurial experience. I'm sure that preparing students by giving them more experience in how to run a business at university is useful because they can use the experience in real life and it won't be necessary to train or study it again when they want to do their own business. What I mean is that students will be ready to start new businesses and be more confident in what they think and what they want to do. If this course is taught at university, students will increase their awareness and knowledge of entrepreneurship and they'll have more opportunities to see and hear this word at university, and I think when students keep encountering something, it might make them interested in it. This course might inspire students to be more interested in starting their own business after graduation even if some students come from non-business backgrounds. I think this course can be taught at university for both students with a non-business background and students who already have a business family background.

Entrepreneurship education might provide a clear goal for students after they finish this course – what they would like to do and what they would like to be. This might make it easier for students to study this course. You were saying that not many universities focus on teaching entrepreneurship courses. I think that's too sad – if this course were offered at university, students will emphasise the importance of thinking independently, critically, innovatively and creatively, and then students might have more initiative to create new products and services from their ideas.

I am waiting to see Thai students who are brave enough to think, take risks, be independent and want to become entrepreneurs more than employees. I want you to think about why people who already have businesses were able to start them – and not just one, but keep starting new ones – or why people who already have a lot of money are able to make more and more money. It's because these people dare to take risks in order to gain advantage in their life and business without worrying and being scared that they might lose money. So I think Thai

students can do this, because they are already smart, and sometimes they just need more opportunities to show their ability. So this course is suitable for encouraging Thai students to use their ability to create new things and innovate.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

I think it is the role of Thai universities to boost the Thai economy by teaching entrepreneurship. Because everything is changing in the world, new Thai entrepreneurs shouldn't just do business like other people – they also have to use new technologies, innovation, and creativity in business to make their businesses more successful and suit the needs of the market and customer demands. Thai entrepreneurs themselves, including me, need to develop the quality of our entrepreneurship in order to compete with other countries, so we need to keep up-to-date with our products and services. So Thai entrepreneurs need to emphasise the importance of improving their innovation and creativity and then they need to focus on exporting to provide Thai entrepreneurs with more opportunities to do new things or earn more income and boost the Thai economy. Students in this course might have more opportunities than those who study other courses to start their own businesses because they might be confident in their knowledge, skills, and abilities to do business. I don't think students need to leave their hometown and work in the city – instead, they can start their own businesses using local natural resources to create new products and services that are innovative and suit the needs of customers, or they might join with local people to establish new businesses, and students might apply the knowledge and abilities that they have gained through experience in this course.

This might give people around their hometown more opportunities to gain employment and have money to look after themselves and their families. I think they'll depend on themselves rather than wait for help from the government. Students in this course, if they want to become entrepreneurs, will emphasise the importance of the environment to keep it healthy as it was in the past. Students in this course might be more able to become an entrepreneur in their province or town, and they will hire people to work for them. This could help Thai society and the economy become more prosperous by reducing unemployment.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

Because Thai students depend on their families in their choice of courses, I think it's important for universities to explain the purpose of this course to families so that they'll support students in starting a business and accept their decision. It might influence the attitude of families who only encourage their children to work for the government or large companies and cooperatives. I think students and their families need to have a clear understanding of this course – what the aim is and how it will be useful for students after they finish it. Because if Thai families don't like this course or misunderstand it, they won't support their children's decision to study this course. Thai families would rather their children work with the government or big companies because they don't want to lose face if their children are unemployed, and they don't want their children to work hard and then lose money if they start a business. The university needs to explain about the pedagogy that will be used to teach students in this course before the course starts because Thai students are used to teacher-centred learning. If students don't understand about this pedagogy, they'll get confused during the course and stop studying.

I think this course needs to teach students to build their entrepreneurial experience and have their own way of thinking, to like to take risks, and to have the ability to cope and solve problems in uncertain situations. The lecturers need to know a lot about entrepreneurship and have enough ability to inspire students to think positively about becoming entrepreneurs. The lecturers should have experience with doing business because when students ask about it, they need to be able to answer and make appropriate suggestions.

This course should adapt teaching styles and pedagogy to improve the entrepreneurial experience of students at university so that students learn by themselves from both positive and negative experiences. The course needs to teach all kinds of students – not just business students but also non-business students, because these students are able to become entrepreneurs as well.

Entrepreneur 3 – Sino-Thai

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

I think my family is important because they trained and supported me to be like them. Almost every day, my family talked about business problems and how to run a business when we had dinner, and if there was some recent business news, they would discuss the issues with me. I sometimes asked my family a lot of questions and would think about what I would do if I were them. I think it was a good idea to discuss with my family since I can express my opinions, get to speak and get to think. Sometimes I got suggestion from my family that my ideas were not so good. This kind of practice was good and a lot more useful than just listening and not discussing. When I was young, my family wanted me to enjoy doing everything with them from the beginning until the end. My family told me everything, whether they gained or lost from their actions, because they wanted me to learn, to see and to do things involving business in order to inspire me to be a businessman in the future. Learning the basics by helping my family when I was young encouraged me to start my own business. I think the environment around you is the key element in making you want to be an entrepreneur. I think the difference between native Thais and Sino-Thais is that Sino-Thais like to teach and do things for their children at first but later let them learn by themselves, but most native Thais try to teach their children by doing everything for them. I think teaching children this way makes it hard for them to improve their abilities and skills through their learning.

Teaching entrepreneurship is a good way to provide entrepreneurial experience for students when they're at university, and it might provide good opportunities for students to become entrepreneurs because they like to keep doing what they've had experience of. I like your idea about this course and I hope I will hear good news

from you soon. I would like to teach you not to give up if you're faced with problems – learn from them instead. Myself, when I face lots of problems at the same time, I never want to quit – instead I stop for a while to think about what I should do to solve the problems and how to learn from them to do my best. I have a successful business in Hat Yai and I won't stop, but rather start a new business in a new area where there are few competitors. I have a responsibility to look after my family – I want them to have a good life and I'd like my son to go into business like me. So I think I need to save money to help them in the future

I'm a Sino-Thai – when I'm doing business I usually follow my vision in order to make my business grow, like being honest, saving money, being ethical, paying attention to doing business, sincerity, and planning, and I also depend on my network because I think since I'm doing business, I have to keep in touch with and know about many kinds of businesses. My friends' friends always give me new customers and more work for my business because after my friends guarantee me with other people, they respect me more than other suppliers. This can give me more opportunities than doing things by myself. I don't think most native-Thai businesspeople pay as much attention to keeping in touch with networks as I do because they're worried about incurring debts of gratitude and feel ashamed about asking for favours. They don't trust the people in their networks and would rather listen to their families. Native-Thai businesspeople often have trouble with their friends after they borrow money from them because they tend not to trust people outside of their families.

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think students will be encouraged to become entrepreneurs as a result of teaching them entrepreneurship. Myself, I think Thai students don't have many opportunities to develop such skills as critical thinking, analysis, and sharing ideas in class. Using the Case Study approach would be a useful method of giving students more practice with reading, analytical skills, critical thinking, solving problems and decision-making, and as a result students might be empowered to use their knowledge, skills, abilities and entrepreneurial experience in real situations. I think students might feel that difficult situations are not hard for them and they would be brave enough to try and take risks in order to take advantage of circumstances, which would make them different from people who don't feel like doing so. On the other hand, Thai students might feel uncomfortable studying this way because it's so different from their everyday experience of study.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I like this and I think it's suitable for this course. I've never learnt using this method but I imagine on the basis of my experience that it might provide many advantages for students to improve their experience about entrepreneurship. Myself, I think learning to solve so many problems has provided me with the opportunity to improve my ability to overcome obstacles and to take risks involved in the situations I'm facing. If students have more opportunities to learn this way, it will enable them to learn more about how to solve problems – even difficult, complex situations like mine. And students might gain a better understanding of the patterns of planning involved in finding a better way to solve problems.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

[The researcher explained a bit more about the Simulation Games]

Myself, I haven't had any experience of the Simulation Games method. But I think it's a good way to teach students in this course. Students might learn and get to know more about planning, management, business systems and how to run a business successfully, and students might get better at avoid decisions that might lead to business failure. Students might feel like it's similar to engaging in real business and get more confident about their decision-making. Like any game, I think this game would give enjoyment to the people who play it, and when students learn more about doing business, it might motivate them to use their abilities, skills, and knowledge in real situations because they'd like to prove themselves and challenge their abilities, and it might inspire students to become entrepreneurs.

On the other hand, I know that games can normally be played dishonestly. If students cheat while playing these games to make their business successful, it will teach them to become bad entrepreneurs and they might not have the right ethics for doing business.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think I like this method too, because if students want to become entrepreneurs, they will need to meet entrepreneurs. Students might have more good opportunities to listen to entrepreneurs' stories before they become successful because entrepreneurs can tell students about real situations and provide good advice about how to do business. Entrepreneurs might motivate students to become entrepreneurs and get them to think positively about it.

On the other hand, when you were interviewing me I felt that I'd like to teach you and tell you about my stories but I didn't have much time to do that. If the university invited me to talk with students at university I'd like to go, but I might be too busy with my work and I don't have the experience I need to talk with students in a formal way. But I think I might try to do it in order to help Thai students to be innovative entrepreneurs.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

Yes, networking is important for doing business. I've had experience of expanding my business. Networking is a good way to make your business grow. It gave me access to good advice and information relevant to my

business, and I think if I hadn't had a large network, it would be hard for me to have a successful business. I couldn't do business alone in this world, because sharing ideas and having a lot of ideas is better than just thinking by yourself. So I think the university needs to connect students with successful business owners and entrepreneurs from both Thailand and overseas. Taking students outside class might result in students learning a greater variety of things that they haven't encountered before and might help students learn to create and think based on what they see. Especially if this course wants to improve students' innovation and creativity, the university will need to take them to visit innovative or technological companies.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I think learning from real situations is important. I myself have learnt and gained experience from my family about doing business and had opportunities to learn by helping them do business. So I think if students have experience at university by running a business, they will learn a lot more than by just paying attention to studying in class. I think learning about exporting is important because students could use this experience in real situations when they start doing business. I think, only experiential learning of such matters (such as through an internship) could be effective. I once had a problem with this when I wanted to export my products. I really didn't have the right skills and knowledge. It impacted my business because I didn't have the confidence to do it. The university needs to focus more on teaching how to export in order to avoid a lot of problems such as dishonesty and fraud and losing money.

I think all kinds of learning by doing are important and I'm sure it can improve students' entrepreneurship abilities and skills because I used to learn a bit about the theory of business at university but I didn't have experience from doing things in real situations.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

Yes, I think it's important for students to learn entrepreneurship at university. It could prepare students for entrepreneurship before they graduate. Because I've only had experience because of my family, not at university, and I didn't know much about entrepreneurship education, I wish I had studied it – it might have helped to protect me from people who wanted to defraud my business. This course might encourage students to create new businesses that they want to do and it might help students think independently and initiate new things that haven't been done in the current marketplace.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

I'm sure that Thai universities need to teach this course in order to enhance the Thai economy. The world has changed but not many universities have tried to develop new courses that suit the modern world. An entrepreneurship course, I think, is something that might be suitable for encouraging students to be entrepreneurs, and the students might dare to do new things and think in a new way that's innovative and creative, because new Thai entrepreneurs need to start doing new things that are different from what's already in the market or to invest in new products or services. The university needs to encourage students to dare to take risks in uncertain situations in order to benefit from them because if students aren't brave enough to take chances in their life, I don't think they'll improve what they have to get a new life.

Students in this course need to learn and have experience about exporting. What I mean is, students might get a new perspective about doing business not just in Thailand but also abroad, which might benefit both entrepreneurs and the Thai economy and assist in the alleviation of poverty. Thailand might have good-quality entrepreneurs who can create new products and services that suit the needs of people around the world and they might make more income and hire more people to work with them. These students will realise the importance of assisting society either before they start doing businesses or afterwards, such as by helping people who lack money but really want to study to have more opportunities for a better life.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

I think that if this course is taught in the universities, a lot of things will need to be changed. The Thai education system focuses on teaching students to be employees rather than entrepreneurs even if they want to be entrepreneurs. Students need to understand about entrepreneurship before they start studying this course so that they have clear goals about what they'd like to be and what they want to do after graduation. And students' families have to understand about what the purpose of this course is and how it's useful for students – they might change their attitudes to encourage students not only to work with the government or a big company but to want their children to become entrepreneurs in the future.

I think the pedagogy for this course is important and needs to be developed. The pedagogy should focus more on improving students' abilities, analytical skills, critical thinking, ability to share ideas, independence, entrepreneurial experience and other skills relevant to entrepreneurship. This course needs to encourage students with more opportunities to learn by involvement in real business activities because if they don't learn by themselves, students won't know what's happening. Students can learn from their mistakes to improve. So I hope this course encourages students to change or develop their study style from lecturer-centred learning to student-centred learning, because entrepreneurs are people who like to learn by themselves, try to do new things that are different from other people, depend on themselves and trust their own judgement, like do challenging things, have the ability to cope with risk and solve problems and like to learn from their experience, whether of success or failure. So I think these kind of skills are important for students in this course, who need to learn the importance of developing them, and the Thai education system needs to focus on encouraging students to dare to think, dare to do, dare to learn, dare to take risks and dare to accept uncertain situations. In order to improve entrepreneurship skills, the university needs to teach students not just for a short time – they need a full time course because students need to take time to try and try again to do a lot of things and some students don't have a business

background.

Entrepreneur 4 – Sino-Thai

What does the word “pubragopgarn” [entrepreneur] mean for you?

Pubragopgarn means someone who has a role organising things, looking after customers or marketing.

[The researcher then explained the meaning of entrepreneurship for the purposes of this interview]

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

I grew up in a business family and I've watched my family doing business since I was young. My family often took me when they had business meetings. I remember that talking about business sometimes made them happy but sometimes made them serious. My family inspired me to be a business owner. Whenever I said I would like to have an expensive toy or a beautiful car as other children normally wish, my family would tell me that I needed to have my own business so that I could make a lot of money. I think the family plays a key role in supporting and training you to become an entrepreneur. My parents told me that having a business can provide you with a good, stable life. When I was young, I helped my parent with trading, and when they faced problems they always told me about it, because they thought I should know and learn about it to get me thinking about this kind of thing. When I started doing business, I faced many problems in my life and my business but it didn't make me want to give up doing business – instead, they challenged me to find a better way to solve problems, and I think this experience enabled me to improve my perseverance, patience, and willingness to take risks with problems in order to gain advantage. I usually encourage myself to move on even when I have problems. I tell myself “I can do it, I can do it, and if I don't do it, I won't know what happens or learn to improve myself”. I'm no smarter than anyone else, but I'm still a successful businessman and doing what I want to do. I believe that anyone can be a success at any time of their life if they have perseverance and work hard to achieve their goals.

I think my own vision for doing business includes diligence, perseverance, honesty, having new perspectives, trying to achieve your ambitions. I think networking is important for doing business. As a businessman, I know how important networking is for people who do business. The key to improving networking is honesty, building trust with business networks so that the benefits of networking can be used to make your business successful. Doing business needs team work, which can facilitate your business and help it to expand more quickly. When I started my business, I knew some people in companies who trusted me, so they gave me the credit and let me pay them later. I really didn't have confidence in my abilities, skills, and knowledge when I was starting my business but I wasn't scared of anything that might happen as a result of what I did – instead I thought I'd rather take risks and cope with uncertain situations than not dare to try, to do things and wait for luck to come into my life. I'm a person who has worked hard for a long time and tried to save money by not buying luxuries in order to give myself and my family a better life. So I think students in this course need to have perseverance, patience, and honesty in order to be good entrepreneurs.

What I think is that for Thai families, if their children can work with the government or a large company, they'll be proud of them and show off to their friends. Thai families usually care a lot about how people talk about them because they don't want to lose face. They might like their children to start a new business after graduating, but they might not support their children's ideas and they'll talk about how risky it is and how much money they might lose if their children aren't successful. My own family didn't want me to start my business. They were worried about me and wanted me to stop – they said ‘everyone in our family is working for the government, so why not you?’ They accept me now because my business has expanded and makes much more money than they thought it would.

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Yes, it's a good idea to teach entrepreneurship by using the Case Study Method. Thai students don't like to use analytical or critical thinking skills or to think outside the box because they're scared of doing the wrong thing – they'd rather follow their lecturers and the textbook. If the university teaches students this way, it will improve students' ability to think, analyse, and learn by themselves, and they might use their skills in real situations. I think students might get lots of opportunities apply their experience of the Case Studies because they do them repeatedly, so they might improve and learn from what they do and think. As for disadvantages, I think if students learn too many case studies, they might be scared and not want to face problems and uncertain situations.

(iii) What do you think of Problem-Based Learning method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I like this kind of method because when you start doing business you need to deal with a lot of problems. I think if students learn a lot of problems and different kinds of problems, they will improve their abilities, skills, and knowledge, which would prepare them to become entrepreneurs. I think when students learn from this method, they will be challenged and won't give up until they find their own answer. Students won't be scared about everything – instead, they'll want to do things and test their ability, see how much they can do, and see opportunities in difficult and complex situations than other people that might not be able to see.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

[The researcher explained Simulation Games]

Although I haven't learnt about Simulation Games, I can guess that this game is a useful new technology that can

enable students to learn by doing and thinking. It could prepare students to know about doing business and improve their ability through entrepreneurial experience before they encounter real situations. Students might learn a lot more about doing business and get opportunities to learn from success and failure. When people learn like this, they'll teach themselves to improve from what they experience. This kind of game seems similar to doing real business. It might help students to dare to make decisions, to think, do what they want to do, and take risks in order to make their business a success. Students might learn what they should do and what they shouldn't do. Students might enjoy this game, so I think students might become more interested in becoming entrepreneurs because they'll want to test themselves on whether they can use their abilities and knowledge in real situations. But I think with this game, we need to be careful because students might learn to cheat, and continue this way of thinking when they become entrepreneurs, which is not good for them. That's just what I think.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Of course, meeting entrepreneurs is a good way to improve entrepreneurial experience with people who have already done business in the real world. Students might learn more about why entrepreneurs have successful businesses and why they face problems and how they can solve them. I think entrepreneurs would like to teach and talk with students to improve their knowledge, skills and abilities, which they might use when they become entrepreneurs. Students might develop the confidence to cope with risk, to think, to do and learn and initiate innovative things. Students might develop a positive and optimistic attitude towards entrepreneurship and learn from the entrepreneur's previous experience as a model for learning and improving in the future. On the other hand, it might be hard for the university to get entrepreneurs to come at a suitable time because entrepreneurs are always busy and have a lot of things to do. If entrepreneurs convey an unrealistic picture of entrepreneurship, students will misunderstand and do things the wrong way. Myself, I really didn't like to ask questions when I was at school and didn't make eye-contact with the teacher, so I think Thai students mightn't like to ask questions like me. But I don't really know.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

As an entrepreneur, I have a strong belief that doing business depends on networking to make the business expand and be successful. You can get a lot of information that's relevant to your business and a lot of advice about how to do business the right way and avoid failure that you won't know if you just rely on your own ideas. Students should learn more about negotiation skills as well because they have to use these skills when they're doing business to build business relationships and partnerships. The university or lecturers should network with successful entrepreneurs so that they can talk about these entrepreneurs' stories about doing business. And the university needs to take students to visit innovation shows or technology shows in Thailand and abroad. If students have more opportunities to see this kind of thing, they will be more able to create new things from what they see or to develop what they have in their mind and link it together with new experiences and then might be more new inventors in Thailand. So I think students need to see different things not do the same things every day. Thai students are already talented and if they have more opportunities to learn and have entrepreneurial experience at university, they will be confident enough to become entrepreneurs.

(vii) Do you have anything more to add about how might Thai universities develop entrepreneurship pedagogy?

I think this course needs to emphasise the importance of doing business and facing real situations in order to develop their entrepreneurship skills. To the extent that students have opportunities to learn by themselves, they will have more opportunities to understand and accept what might happen when they're doing business in real situations. I'd like to suggest that they shouldn't do business just in Thailand. In order to have more opportunities for exporting, they will need to try doing this because it can allow them to make a lot of money, have a better life, more stability, and more opportunities to have a new business.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

Yes, this course will provide entrepreneurial experience to students at university in order to prepare and train them to become entrepreneurs in the real world and students won't need to study it again after graduating if they prefer to be entrepreneurs. This is the real role of Thai universities – they should have started teaching this course ten years ago, but if they start this course, they'll have time to prepare our students to become new entrepreneurs that might focus on innovative and creative businesses. I know even though I didn't have the opportunity to study this course, I was still able to become a successful businessman. But it's hard for me too, because I sometimes can't compete with people who have more knowledge and they know more about what to do. So I think if I had studied this course, it would have helped to protect me from people who defrauded my business.

I think it's good to have both theoretical knowledge and experience about entrepreneurship. This course might help students increase their awareness and knowledge of entrepreneurship. I think this course can be taught at university and can teach any student who studies hard – please don't limit it just to students who have a family background in entrepreneurship because I believe that if you have perseverance, you'll do everything to achieve your dream and do what you want to do. Thai universities need to emphasise the importance of teaching entrepreneurship in order to teach students to trust their own thinking, improve their ability to cope with risks and solve problems, their ability to take advantage of and see more opportunities in difficult and complex situations, their ability to depend on themselves, their initiative to create a new things and innovate, and their willingness to become entrepreneurs.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

Yes, absolutely this course is relevant to enhancing the Thai economy, so the university needs to teach this course as soon as possible. In order to keep up with changes in the world economy, new Thai entrepreneurs need to improve their products and services through innovation and creativity. So entrepreneurship education could play a vital role in improving the ability of new Thai entrepreneurs, which includes exporting. Students in this course might contribute to the alleviation of poverty because if we have more entrepreneurs, we will employ people, which might reduce unemployment. I myself like to help Thai society by assisting in cleaning up river pollution, and sometimes I sponsor competitive football teams by giving shirts and rice to encourage people take part in sports rather than gambling, drugs, drinking and smoking.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

Thai universities need to change many things because at the moment they don't do much to prepare students to become entrepreneurs and students focus on gaining employment instead. Students need to have a clear understanding about entrepreneurship before they start studying this course. I think the university needs to adapt and develop its pedagogy in order to provide more entrepreneurial experience for students. The pedagogy used in this course needs to encourage students to learn by themselves and learn by doing to provide students more opportunities to improve entrepreneurship skills that they are able to apply in the real world. I think I can be an entrepreneur by myself but if I had studied this kind of course when I was a student and been able to get both both theoretical understanding and entrepreneurial experience, it would be fantastic.

Entrepreneur 5 – Sino-Thai

What does the word “pubragopgarn” [entrepreneur] mean for you?

I don't really know what *pubragopgarn* means. I think a *pubragopgarn*, for me, is someone who has responsibility, a vision for the future, and ethics.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

I grew up in a poor family who immigrated from China. My grandfather and grandmother had to work hard and endure a lot of hardship to earn money. They saved money, starting from nothing, until they had enough money to start a new business. I too had to work hard and save money for the future. I think my family background in doing business inspired me to want to start my business. My family didn't teach me about running a business, but I used to watch them doing business and I helped them with trading and accounting. I started to earn money as a teenager. My parents would make me some food to sell to my friends at school. I enjoyed making a profit and I felt I would like to do more and more of this kind of thing so that I could earn money by myself. My family told me how to save money too. I think this situation inspired me to make money at that time and taught me about planning and careful risk-taking. So I had a dream when I was young – I hoped I could become a business owner like my family, and I didn't care whether I could or couldn't become a business owner but I liked to dream about it. I'm a person who likes to work, manage, and do business. I don't mind what kind of business, but I want to learn from experience in different kinds of businesses. And when I face problems, I try, try and try to find a good way to solve problems. Sometimes, I had to make decisions that involved losing things that had value for me, but I needed to sell them first in order to keep my business growing. I have my vision for running my business – to be honest, truthful, and ethical.

I sometimes made wrong decisions about doing business and lost business opportunities, but I have never blamed myself – instead, I had more opportunities to create new things from what I did wrong, and I always tell myself that bad experience is a good thing that makes you remember and puts you on the right track. I place a lot of importance on networking for doing business. It has given me a lot of benefits in the running of my business – for example, I can learn more about business news relevant to my business from my friends and I can get more customers because my friends recommend my business to them, so they trust my business more.

I've discovered that doing business is not an easy thing to do and it's possible to lose a lot of money, but if I kept thinking about that, I wouldn't have a successful business right now. I've never been scared about what do – instead, I pride myself on doing what I want when I have opportunities. I like to take risks in order to get the advantages that come with it. So I'd like to tell students in this course that if you want to become an entrepreneur, you'll need to be brave enough to do what you want to do and learn from what you have done as much as possible. I've been working hard since I started my business, I think because I want to build a better life for my family – I have a responsibility for my family: I want them to do and have what they want but they need to realise the importance of saving money for their future.

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

I don't know but I guess it might be a good idea to use this method to teach entrepreneurship at university.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I like this method. I think if students learn using Problem-Based Learning, it will help them to improve their ability to cope with challenges and dare to take risks when facing unexpected problems. Students in this course might not only improve their ability to solve problems but they might also take advantage of more opportunities in real situations. I think this method is relevant for entrepreneurs who often face uncertain problems and solve them by themselves, so students might have a lot of opportunities to apply this experience to their real situations.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think I like the idea of these games but I really don't know much about it even though you explained a bit to me. At least I know that this method might need new technology because I can see from learning by doing as a businessman that it's different from when I was studying, and students can learn more by doing than listening and taking notes in class. I think this method might stop students from being bored and make things more enjoyable for them.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think this method is suitable for this course. Students should meet the kind of people who they would like to be or who could represent their ideal. Students might learn more about doing business from entrepreneurs who have already had experience in the real world. Entrepreneurs might give them new ideas and new ways for them to think about doing business. They might tell students what kind of problems they often face and how they can solve them. If students want to become entrepreneurs, they will have to use not only knowledge and experience that have learnt at university but they also need to have psychological skills and special strategies to have a successful business. Of course, entrepreneurs might inspire students to be like them even if it is hard but I think if students have perseverance to do something, they'll be successful in what they do.

On the other hand, I would like to help you myself, but I think I don't have enough confidence to go to university because I might not know how to talk in the modern way. I think if you want students to be entrepreneurs, the university will also need to invite successful entrepreneurs who are still young and of a similar age to the students because it might be easier to inspire them if they can think "if this person can do it, I can do it myself".

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

I don't know but I think I would be good if Thai universities link with business owners or entrepreneurs both in Thailand and abroad. My networks are an important aspect of doing business and are useful to me. They give me good information without which it would be difficult for me to do the right thing and more risky for my business. I think if they have something new or interesting, they will contact the university and want the university to do joint activities with them. Because I've been to a lot of business places, and you know, they made me think a lot about everything I saw, and then I took some ideas to develop my own business. So it's a good idea to take students to learn outside the university to places like technology shows, innovative businesses or whatever might be suitable for students to see because they can see new things and might generate new ideas. This idea sounds good.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I think the university should not only teach students in class, but they should also provide more opportunities for students to do real business by themselves. I think learning to do things in real life might be complicated and different from theory. So if students learn by doing this way, they might use their knowledge in real situations and create new ideas or new ways for doing business. This is suitable for teaching entrepreneurship and it might provide students experience with doing business in real situations.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

It's an excellent course, why didn't you think of it earlier? Thank you for your ideas on behalf of Thai students. I know it's hard for you because this course is new and just beginning, so not many people are interested in it and it doesn't have support from policy-makers, but I think if you hadn't started, we wouldn't know about this course. Thai universities need to teach this course if they would like their students to be entrepreneurs because the name of this course might encourage students to know more about entrepreneurship rather than other subjects that use a different name. Thai universities need to take teaching entrepreneurship seriously, and students in this course might be more interested in starting a new business than if they'd studied another course – even if they have no family background and no money, they might have new ideas for doing so. If we encourage students to have a clear goals about what they want to be, students will know what they should do to achieve their goals. Thai students should have their own way of thinking and depend on themselves, and after that, they might have new opportunities to initiate new things based on their own wishes. My own children, I allow them to do whatever they want to do.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

Sure, I am doing business and I can help lots of people have jobs and income so that they can look after their families. The economy has changed, and people are more focused now on using new things and new technologies that can make them more comfortable and save time because people are busy. So new Thai entrepreneurs need to develop and improve more in innovation and creativity in their products and services. I think this course might help students improve their skills, knowledge and ability in innovation and creativity. Students should learn more about exporting in order to provide them with new perspectives and opportunities and enhance the Thai economy. I'm just guessing, but maybe students in this course won't turn out to be selfish people. What I mean is, they might think about helping people who lack opportunities or helping the environment. For example, I don't care what people around me are doing, but I want to do something that makes me feel good. When I'm going shopping, I like to bring my own bag because I don't want to destroy the environment, and everyone in my family does the same thing.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

I don't really know, but I think because this course needs to be focused on entrepreneurial experience, it's a good idea to develop new pedagogy that suits this course and the needs of students so that they can use what they've learnt in the real world and to focus on encouraging students to develop innovativeness, creativity, and other skills relevant to entrepreneurship and to get students learning by themselves both inside and outside class. The university needs to provide more opportunities for thinking outside the box because we don't know what students will encounter and what will happen in the future. This course might be new for students and their families, so I think they need to know more the aim of this course before they start the course. If they know and have a clear goal, it will be easier to follow the right track for becoming the kind of person that they want to be. I think lecturers play a vital role in the development and improvement of students' abilities, skills, and knowledge, so lecturers in this course need to have expertise in entrepreneurship, be friendly, keep up with up-to-date business news and have the ability to impart knowledge and clear understanding to students. I think this course needs to start teaching in the first year and allow students to study full time because I think students need time to learn and think in order to generate new ideas in a new way.

Entrepreneur 6 – Sino Thai

What does the word “pubragopgarn” [entrepreneur] mean for you?

I think the word *pubragopgarn*, for me, means a person who creates new businesses and uses new technologies, has the ability to cope with risk and uncertain situations and likes to do things differently from other people.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

Yes, I spent a lot of time with my family and they told me whenever they had some [business] news or problems and taught me about them. They took me to see every part of the business because they wanted me to learn everything about it. I remember my parents telling me that if I went into business like them, I would have good opportunities in my life and make a lot of money. My family helped and inspired me to start doing business when I was young. They played a vital role in training and teaching me to have my own business, and my parents liked to discuss their business in front of me when I was running and playing. I spent a lot of time with my family and they told me whenever they had some [business] news or problems and taught me about them. They took me to see every part of their business because they wanted me to learn everything about it. I remember my parents telling me that if I went into business like them, I would have good opportunities in my life and make a lot of money. I think networks are important for my business – they teach and give me advice and important information that's up-to-date, and sometimes, because we trust each other, they give me access to credit – I don't always have enough working capital, but it doesn't matter. I remember that when I started my business and needed to buy a suitable block of land, my friend helped me contact the land owner and gave me important information about the area.

Networking can help my business to grow rapidly and promote trust in me and my business among customers and suppliers, so think it's necessary for students to realize the importance of this kind of communication. Because some work you can't do alone if you want to have a good result, you need to depend on other people, ideas, and advice to be successful in business. I think every day is different, and we always meet uncertain situations – it's hard to know for sure what kind of situation you'll meet in your life. I think if I'm doing business and I want to expand it, I shouldn't be scared about taking risks in uncertain situations because if I hadn't been willing to accept failure or risk, I might not have a successful business today.

My family taught me that I need to know the value of money – that money is hard to get, so when I use money I need to think about the result of buying things. And they said I need to have patience and perseverance in order to be successful in whatever I want to do. I sometimes face many problems and some problems are hard to solve, but I have never felt down about it or stopped doing my business, and I keep looking for the right way to solve problems until I find it. Because I didn't have much money, sometimes I had to face the risks inherent in the situation around me in order to take advantage of good opportunities. If I hadn't tried, I wouldn't have known or learned anything.

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think it seems like a good method to teach in this course and it might improve students' critical thinking and analysis. Students will understand more about the cause of problems if they learn using case studies. They might improve their ability to solve problems and make decisions based on their own ideas, and they might have opportunities to use these skills in their life after graduation. I think students in this course might perceive difficult situations as easier for them, which will help them in creating new businesses. I don't really know but I think it might be a bit hard for Thai students to learn by thinking and analysing at the beginning.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Yes, I think it's useful to use this pedagogy in entrepreneurship education. I think it might improve students' abilities to recognise and solve problems. Of course, when they become entrepreneurs, they need to face problems where we really don't know what the outcome will be, so this might prepare students to accept uncertain situations. Students might like to face challenges and be brave enough to take risks in situations where other people can't see the opportunities that are inherent in the problems. Students might be more sceptical about things unless they have evidence for them or further information, so I think students might improve their ability to research information because they'll have more opportunities to learn by themselves when they learn

using this method. On the other hand, it might be difficult for them to learn by themselves, because as we know, Thai students depend on lecturers.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I like the idea of these games and I can't believe how much new technology has changed. It's a good idea and suitable for use in this course. I've never learnt from using this pedagogy but after you explained it to me, I understand how this game could be useful for teaching students. Although students would be just learning from a computer how to do business, this is still good because at least they might apply their knowledge and experience from playing these games to real situations. Students might have to adapt or change their experience to do business in real situations. But I think this is better than students having no experience, which might make it difficult for students to start businesses. Students might get better at doing business by learning from their mistakes and successes and remembering which strategies can make businesses more successful and applying them in real situations. Students might develop new ways to solve problems. Of course, this could also make it more enjoyable for students and they might be more interested in becoming entrepreneurs because they might have confidence in their ability, skills and knowledge. On the other hand, students might cheat in order to win the game, which would mean that they wouldn't learn the right way to do business.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think it's a useful method for encouraging students to become entrepreneurs. Students might learn more about how to do business, what kind of problems they might face, and how to solve problems so they don't affect their businesses. Students might change their attitudes about becoming entrepreneurs and they might become more up-to-date about world business. So I think this might make them try to think about what kind of business they should do and have a lot of dreams and new ideas about doing business. I think it's a good way to get students to think more. It doesn't matter whether they go into business or not, but entrepreneurs might still inspire students to become entrepreneurs. On the other hand, the university might have to spend more money to pay for entrepreneurs to come.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

I think the university needs to give students more opportunities to work with entrepreneurs to learn more about how to do business, and the university itself needs to know people who do business in order to access good advice or information from them, which could be a good example for their students. Visiting businesses is important, especially companies which emphasise innovative products or services, new technology exhibitions, and BOI exhibitions – these seem to be good opportunities for students to create new ideas and new products.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I think students need to have opportunities to learn from real businesses to improve their entrepreneurial experience, because sometimes if students learn only theory in class, they won't have enough entrepreneurial experience and when they become entrepreneurs they might have to change and learn more things about running business.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

I think it is the role of Thai universities to teach this course. This course could improve students' entrepreneurship skills, and students might find out more about entrepreneurship. This course might encourage students to start their own business even if they are not from business families. I think this course might help students think independently because the pedagogy to teach in this course focuses more on experience and learning independently. So when students have more freedom to think, they might have more new creativity and initiative to innovate.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

I think teaching entrepreneurship might enhance the Thai economy. We might have new Thai entrepreneurs that focus on innovation and creativity with products and services who might then get more opportunities to export to other countries. This might boost Thai economic prosperity and give Thai people more employment. Thai entrepreneurs might emphasise the importance of intellectual property because they might care about and protect their ideas and not want someone else copying them. Students who want to become entrepreneurs might not just think about their profit but also about other people. I think if students have the opportunity to help people who have less ability than them, they'll do it in order to give these people a better life. I think they might also realise the importance of the environment. I don't really know but I think it's common for Thai people to try to save electricity and reuse paper.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

I think if Thai universities teach this course, they'll need to change many things. Students who want to study this course need to have a clear understanding of the goals for this course, and their family needs to know about this course too because Thai families like their children to work with the government or big companies. Students and their families need to understand how this course might be useful and how it will help students to have a clear goal about what they want to do after they graduate. I think if everyone has a clear goal about what they need and want to be, they can then make a decision about what to do in order to achieve their goals and make their dreams come true. I think it's the same with this course – if students know their goals and make a decision about

which course they want to study and what is suitable for them, it can help them achieve. Students also need to know about the pedagogy that will be used in this course because they're not used to studying in this way. Because this course might focus more on independent learning, students need to change their learning style to suit the course. Providing entrepreneurial experience to students is not easy, so this course, I think, needs to be full time and be an independent subject.

I think this course needs to emphasise the importance of improving students' abilities in analysis, critical thinking, trust in their own judgement, problem-solving, and other important entrepreneurship skills that encourage students to generate new, innovative and creative ideas. I think it might enable students to create new products to sell to industries and become inventors whether they are at university or after finishing their course. As a result, both students and universities would receive financial benefits. I'd like to make another suggestion – the lecturers are important and the university needs to be careful and realise this. I don't really know what kind of lecturer is required but I think the university can make a decision about that.

Entrepreneur 7 – Native- Thai

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

This question was not addressed to lecturers.

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Yes, I agree with you that the university needs to use the Case Study Method for teaching entrepreneurship so that students will have more ability and entrepreneurial experience after they finish. Thai students are used to lectures at school and universities. Teachers focus on telling students what to learn rather than teaching them how to learn. That's why Thai students don't know how to have their own ideas or analyse what's happening around them. Even at home, their family is likely to do their thinking for them without giving them the opportunity to think first. I think this course could improve their ability to analyse and their critical thinking because students need to read and try to understand the cases by themselves. Students would have more opportunities to study by themselves, so they might find good ways to solve problems and make their own decisions about what they should do and after the course they'd be able to apply their knowledge in real world situations. On the other hand, I think it might be a bit difficult for students to understand and learn by themselves.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

It's really a good idea to use problem-based learning with entrepreneurship teaching because entrepreneurs need to understand the problems that might occur in their businesses regardless of how difficult the problems are. Students might improve their ability to find the right way to solve problems by themselves even if problems are difficult and complex if they study entrepreneurship using Problem-Based Learning. It allows students to train and practice how to solve problems. I'm sure this course needs to use this method because the university needs to get students used to solving problems. I think students will encounter a lot unexpected problems when they start their own businesses, so if they've already had experience of these kinds of problems and of solving them, it won't matter whether they encounter them or not because they'll be able to cope with challenges and take risks. On the other hand, students might get confused about case studies, and they might not know how to solve problems.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I like the idea of this game even if I've never experienced it. As you say, it's similar to learning to do business in real situations. I think students might have opportunities to learn from what they do, whether it's a mistake or successful, and I think it's better for students to learn from what they do than from someone telling them what to think. I think students will enjoy this game because it's not just taking notes and listening but learning by doing and thinking. When students learn by themselves, they could learn to make decisions about what they want to do like in this game. After they finish this course, they might like to become entrepreneurs because they'll be able to see that they've improved their entrepreneurial skills.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Of course, if the university wants students to become entrepreneurs, they'll need to meet entrepreneurs who have already had experience in real business situations. Entrepreneurs are able to tell students what they have done with their businesses, both their mistakes and successes, and might inspire them to become entrepreneurs. On the other hand, students might not like to ask entrepreneurs questions. I want to go and talk with students and tell them about my experience, but I don't know how to give a lecture and I feel shy and nervous about it.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

I think the emphasis on networking, creating social capital, and innovating is important because these kinds of skills are useful for students to use in real business situations. No business these days is able to work alone; they need to use networks to help them expand their business more easily because they can gain advantages from them like access to important information, suggestions, and business experience. I've learnt a lot of things from my friend from the USA about doing business in a way that suits people from overseas and to mix this with Thai culture to impress and attract overseas people. I think students in this course should learn about different culture

because it might make students more interested in exporting or doing business with people overseas. My business expanded faster than I thought it would because of networking, and sometimes my friends told me how to prevent problems before they arrived. I have a friend who knows more than me and other friends, so he helps me prepare myself and my business to cope with problems. I think it's not just students who need to focus on networks – the university needs to network with businesspeople or companies that the university can consult and ask questions of when necessary.

This is not a new idea, but you know, not many universities emphasise doing this. The university should establish “which is a library filled with ideas from students who have innovative ideas so that people from outside who are interested in their ideas could buy the rights to it or establish a joint venture with owner of the idea. This would give opportunities [to make money] to both Thai universities and Thai students and Thailand would have more intellectual property rights. I would like to see this course take seriously the idea of taking students to visit innovative businesses and innovation exhibitions; otherwise students might not improve their thinking and not be able to think outside the box. Entrepreneurship programs need to focus on teaching students about networking at universities. It's crucial for students to realise the importance of networking because it will be useful for them when they want to do things like starting a new business. It will make their business grow quickly compared to doing it alone. I've been using networking to expand my business from the beginning.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I think the university needs to build an entrepreneurial environment for students to learn more about entrepreneurship. Maybe the university needs to set up a new business that emphasises innovation and creativity and let students run everything by themselves and then report to the university about their performance and analyse why they've been successful or not in order to provide students with the opportunity to learn more about doing business from their experience. The university might use their entrepreneurial network to help students to work with entrepreneurs so that students get to learn in real situations. This might be a good idea because students who want to become entrepreneurs need to learn everything by themselves. And sometimes they might improve more than by studying with lecturers or someone else.

ix) Do you think it is the role of Thai universities to teach entrepreneurship?

Thai universities are able to teach entrepreneurship. I wish I had been able to study this course because I think it might have made it easier for me to do business – but that's OK, it's in the past. So I hope I can see you successfully establish this course for Thai students to adapt their learning style and be more willing to become innovative and creative entrepreneurs. I think if Thai universities teach this course, students will increase their awareness, knowledge, and skills regarding entrepreneurship and improve their capacity to think independently, dare to take risks, and not be scared about anything that life may have in store for them.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

Yes, I think this course has the potential to boost the Thai economy. At the moment, products or services that emphasise innovation and creativity have more opportunities to be successful than those that don't. So I think Thai universities need to focus on improving students' skills in innovation and creativity and teaching them more about exporting. I think students in this course might think about public relations. SCG is an example of a company that often sponsors people to grow trees to improve Thailand's environment and contribute to the sufficiency economy. I usually buy things from this company because it's helping to improve the environment. So I think new Thai entrepreneurs should do something similar. We've recently experienced all sorts of problems like floods, a tsunami, drought, and the conflict in the three southern provinces of southern Thailand. These problems are ultimately caused by humans who neglect the environment and lack ethics. So I think it's necessary for people who want to start a new businesses to consider whether their operations are useful and whether they hurt the environment. I hope students who study this course gain a greater understanding of the importance of the environment.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

To improve the quality of new Thai entrepreneurs, the university needs to adapt a lot of things. Before they start learning, students and their families need to know what this course is about and what they're going to learn, and understand how this course will benefit the students after graduation in their future careers. It's important for students to know how the course is going to be taught so that they won't drop out during the course – if they don't accept this way of learning, it will be hard for them to study this course because it aims to improve students' entrepreneurship experience and skills such as independent and critical thinking, innovation and creativity, the ability to cope with risks, solve problems and other skills relevant with entrepreneurial skills. Students in this course need to have more experience so that they can learn from both success and failure, because the more problems you face, the more you improve your ability and experience. I think it might generate the development of patentable inventions and processes through university research projects which deliver financial benefits not only to students but also to the university.

I think the university needs to have a full-time course because gaining experience is not easy – students need to have more time to adapt and change themselves, so it's a good idea for students to study from the first year. I think it might be easier for them to change or adapt themselves by starting from nothing.

Entrepreneur 8 – Native- Thai

What does the word “pubragopgarn” [entrepreneur] mean for you?

As far as I know, a “pubragopgarn” is a person who has many employees, who is a leader.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to lecturers]

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I've heard that Thai students don't like to think by themselves, to analyse, or to think outside the box. I don't want to blame Thai students for this – I'd say that the Thai education system has been teaching like this since I started school. Students become like what they learn. It seems that Thai students don't have many opportunities to practice these skills. The Case Study Method could provide students with the experience to deal with situations that might arise in the future, so it's suitable for entrepreneurship education.

We should share our experience so that when something actually happens, we can solve it. If we want answers, we need examples so that we can understand it in general and be able to visualise things. Entrepreneurship these days is taught in a different way. There used to be a hundred questions in an exam. Now there are three to five questions to answer in the form of an essay – for example, describe the manufacture of a car from the beginning until the end of the process. This course might help students learn more about how to analyse, to think independently, and to solve problems. Thai students need to improve these skills and other skills relevant to entrepreneurship. Because when these students become entrepreneurs, they can apply these skills that they experienced at university to real situations. Maybe these students will be smart like me, because I wanted to have my own business when I was at university. I did some business with my friends and then I felt like setting up my own business. I saw one kind of business was a good opportunity and I didn't understand why nobody was doing it. I think this business involved taking a risk, it was difficult, and if you lost, you'd lose a lot of money. But I didn't worry about it, I enjoyed learning from difficulties, and I got a lot of opportunities from doing this business.

If this course is taught using a case study, the lecturer will know if students are copying their answers. If the answers are the same, you know that they definitely copied it. If they come up with their own answers, the ideas won't be the same. It's very hard to find people with the same ideas, and even if the ideas are the same, examples will be different. If the examples are the same, you know that they copied. In terms of teaching, firstly we teach students to be followers, which means in order to own a business, they must start from being employees and then progress to becoming owners – being followers then becoming leaders.

So I think students in this course might have enough ability to see opportunities arising from problems or difficult situations when they start their businesses, and they'll like doing things that other people haven't done. I like this course. Some entrepreneurs, when they were students, didn't need to think much, but when in their careers they would have to think outside the box.

On the other hand, this might be difficult for students to learn because they might not understand what they need to do and might not be clear about the context. As a result of studying case studies, students might try to solve problems in the same way even when the situation is different which may not work. Students need to consider new ways to solve each new problem. Thai students have to *kreng jai* their lecturers and don't like to ask any questions. Like me, when I was at university, instead of asking the lecturer, I used to ask my friends if they understood what the lecturers said and if they could share and discuss it with me because there were some parts I didn't really understand.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

This method is useful, because when people learn and know more about problems, they'll get used to them and improve their ability to solve problems by themselves. Students might be able to see new opportunities arising from problems that other people don't see in the same situation. When I started my business, I encountered many problems, and I think that's normal for everyone. Learning through problems makes you think a lot – if students don't do any thinking, they won't find a way to solve them – but after that, you'll be a stronger person who's more ready to cope and take risks every time. You won't be scared or worried because you've already solved difficult and complex problems. You might be able to change a bad situation into a good opportunity for you. So I think students in this course might improve in this way. On the other hand, it might be difficult for students to learn by themselves, since, as we know, the Thai education system prefers to tell students what to do rather than let them learn by themselves.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

This game is an excellent game for students to learn with. If the students fail, they might not lose much because they've played this game before. So if they know that they'll definitely lose, they won't do it, but if they know that they'll make a profit. When we face the same situation as the game we played, we'll know that we'll make a profit, and so we'll choose to play. This approach is better than nonsense games. Games allow us to think. They should be taught to adults and businessmen.

If you were to ask me about negotiation games, I think negotiation skills are very important when you start doing business because you need to have confidence in what you are thinking and saying, and you need to be smart in order to engage a customer or get a partner for your business. So students need a lot of practice with negotiation. I think students in this course should improve after they finish this course.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it

consistent with Thai cultural values?

If we invite them [entrepreneurs] and the audience is too large, it won't be any good. Games would be more effective. Teaching does not let students experience real situations, while games give them hands-on experience. And having speakers doesn't guarantee that students will believe them. If they can get students to believe so that they get to think and follow [the entrepreneur's lead], that's good. But there are some speakers who talk nonsense, so it depends on the speaker's technique. You need to review the speaker's experience to see if it's appropriate and not invite incompetent entrepreneurs as speakers.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

In a course where 10-15 students attend, they should get to do investment in a business, like a small one. After the course, they will get to actually do it. Entrepreneurship is about investment. Students may be split to manage this. Fifty students are too many. Ten students with 2,000 or 4,000 baht each for investment would be good. Then students will get to solve problems. At the end, we'll see that this group's made a profit, this group's made a loss, and this group's broken even, all of which contributes to the students' experience.

This could in the first year when students are active. Students will be experienced if they start at the beginning, and if you ask them the wrong questions, they will argue because they've done it before.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

Excursions are important too, since students will get to see real processes – like an excursion to an automotive factory where they can see how our cars are made. Students should learn by doing or practising rather than focusing on theory. Students won't learn how to do business if they learn without doing. Doing business at universities can closely model real-world business situations and enable students to use their skills, knowledge and abilities. It would be very challenging for the students.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

I really would have liked to study this course because I wanted to be an entrepreneur when I was at university, but the university didn't have such a course. So when was starting my business I had to train myself in business skills to develop my abilities, skills, and knowledge and prepare myself to start a new business. This subject is important for students, who will work after graduation. The case studies taught will give them new experiences. Investment games, like how to solve problems in a particular type of investment, give you an idea about how to solve problems in real life when you actually face it. Let students learn, act, and think by themselves. I believe that if students do things by themselves, it will help them to develop good ideas, imagination, and innovative and creative ideas and to start doing something new that comes from their own impulses.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

Yes, it is. It's true that those who pass on knowledge have good approaches to teaching, but if they don't pass it on properly, good results will not be achieved and that's the fault of the teacher. If they teach and students accomplish things, then that's OK. Regardless of how good your policy is, it's over if it can't yield results. Being an entrepreneur depends on your family as well. I think social responsibility is important for people who are able to help and students should understand the responsibilities they will have when they are in a position to help Thai society.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

Yes, I think universities will need to change a lot of things if they have this course. This course is a new course, and students won't be used to it, so I think they need to understand what this course is about and how it will be useful for them after they finish this course, and their families need to understand too, because their families won't let them study without their agreement. It might be a bit hard, but I think it's ok. Describing the pedagogy that will be used in this course is also important, because students have to learn by themselves rather than just note-taking and listening, which they might not accept, and it might be hard for them. Thai students don't have much opportunity to study entrepreneurship at university, just like me when I was a student. They don't have any experience relevant to being a business owner or entrepreneur while they are at university; instead, their study inspires them to be employees. Universities need to focus on methodologies that can improve entrepreneurial skills such as familiarity with new technologies, the ability to innovate, problem-solving, and communication and negotiation skills. I think that since this course is about entrepreneurship, the university needs to emphasise improving students' entrepreneurial experience, because students can use this when they start their own business and they need to build students' capacity for innovation and creativity. This is an important tool for this course.

I think it's not just pedagogy that can improve students' skills, but the lecturers are also important for this, so the university needs to find the right lecturers who are suitable for teaching this course. Students in this course need to change themselves so that they can think independently and critically, improve their ability to solve problems and their ability to communicate and negotiate, and have more creativity and innovation than students in other subjects, because these skills are useful and students can use them in real world situations.

What I think is that the university needs to have its own course for teaching entrepreneurship in order to provide more opportunities to learn more about it. Thai students lack entrepreneurial experience, so they need more time to change themselves and improve their skills. I agree with you that this course should not teach only business students but also non-business students because these students might want to become entrepreneurs one day. And the university needs to start teaching students in the first year, because students are more flexible at the beginning and we need to teach them not just for the short term but to provide them with a full time job. I hope

you can be successful with your research and start this course at university soon. Many people have a similar ideas to yours, believe me. If you need any help with this, please let me know.

Entrepreneur 9 — Native- Thai

What does the word “pubragopgarn” [entrepreneur] mean for you?

A *pubragopgarn*, for me, is someone who likes to do something different from other people and use new technology.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to lecturers]

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think the Case Study method might improve students' entrepreneurial experience and skills. The Case Study Method might make students more interested in doing something different from what everyone else is doing and to be able to take advantage of new developments. It's a good idea for students to get experience in how to solve problems, because I've become a successful businessman by facing and learning from many problems. So the university needs to set different kinds of problems to improve students' abilities. This might encourage students to face difficult problems and take risks in uncertain situations. It might make students brave enough to talk with other people and share ideas or presentations in front of class. The students might gain self-confidence. On the other hand, students might be scared to ask the lecturers questions in front of lots of other students because they're shy and don't have confidence in their abilities.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Using Problem-Based Learning for teaching entrepreneurship is a really useful method because the university can use it to encourage students to be more entrepreneurial. Students might realise the importance of information and researching and note-taking. Using this method, I think when students encounter a lot of problems and learn to solve them, they can improve their abilities to cope with unexpected problems and learn that nothing is too hard for you if you persevere. On the other hand, it might be difficult for Thai students at the beginning because the Thai education system is teacher-centred, and when students have to study by themselves, they might not really understand how Problem-Based Learning works.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Simulation Games are a good and useful method because Simulation Games can teach students as if they were entrepreneurs – they have to play this game and make decisions to make their [virtual] business a success. So students would be able to learn a lot of things from these games and find them enjoyable. As a result, students might be more willing to become entrepreneurs because it is not too stressful. After you explained that the game is in English, I think it might be difficult for students at the beginning, but it could get better after they've used it for a while. This situation might actually be good for students by improving their English comprehension. In order to help students, lecturers would need to have enough English skills.

(v) What do you think of connecting students with Local Community Involvement as method of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

It's a good way to train students. Students would be able to understand more about doing business, both successes and failures. Entrepreneurs usually know up-to-date information about business and can give good information to students. Students might be interested in knowing about real situations and the many problems that might happen in the future. This would encourage students to ask many more questions than listening to lecturers. I think meeting entrepreneurs would not only inform students about their experience but also inspire students to be interested in becoming entrepreneurs like the ones they meet. On the other hand, it's not easy for the university to find the right entrepreneurs who are able to teach students well. If the university invites owners of large companies, it will make students think that they are far removed from their own life. It would be better for students to meet with small businesspeople in order to motivate them to become entrepreneurs. The university needs to choose entrepreneurs who can teach and have a special characteristics to encourage students' interest in entrepreneurship. Speakers sometimes talk more about their private personal life than about businesses experience, so students might not understand and get the wrong picture from their teaching.

The lecturers who will be teaching this course – it doesn't matter if they have their own business, but it they need to be the right kind of lecturers who can enable students to improve their entrepreneurial experience. The important thing is to start teaching the entrepreneurship course in the first year.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

Yes, of course, the university needs to improve students' understanding of networking for their future entrepreneurial careers. I think it will make it easier for them to run a business and give them more opportunities to expand it. So I think Thai universities and entrepreneurs need to link together to improve their sharing of ideas, information and suggestions about doing business. Universities might set up clubs for this course to provide more opportunities for students to talk, share ideas, and discuss things, and when students exchange experience with

each other, they might get new ways of and new ideas, which might help them to think innovatively and creatively about products and services. I had problems negotiating when I first started doing my business because I really didn't have much experience with negotiation at university. I didn't have much confidence in my ideas and my ability to win over partners and customers. So I think this skill is important for students to learn at university. I guarantee they'll be able to use it in real life. I think learning outside class is a good way to improve the learning environment and give students the opportunity to learn new things that are different from what they learn at university, such as innovation exhibitions or companies that are famous for innovation and using new technology. This might help students to change their way of thinking to suit the modern world and to want to create new things in an innovative and creative way.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I think if it's possible for the university, it will need to provide ways for students to learn by doing because I believe that when you learn by yourself, you will know more from what you've learnt. I think this learning style is the best way to help students improve their experience. Maybe setting up new businesses at university and letting students organise them by themselves is a good idea, because they can learn more from what they do, whether it fails or is successful, and then they might have more confidence about doing business in real situations. By doing this, students and the university might have more income from doing business if they're successful and it might encourage students to become entrepreneurs after graduation. Students should work with business owners and entrepreneurs near their local area such as OTOPs, because it might give them more opportunities to apply the entrepreneurial skills they've learnt in real situations and they might learn more from the entrepreneur that they're working with. If students and entrepreneurs work together, they'll have new ideas to create new products or service that suit people's needs better, and they might find new ways to develop their old products or services to make something new, with a new look, in innovative and creative ways. By doing this, Thai products or services might have more opportunities to go international and make more money and benefit the Thai economy.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

After you explained it to me, I think it's important to teach entrepreneurship at university because it might encourage students to learn many things such as leadership, creativity and innovation. I would have liked to study this course if it had been available when I was studying at university. I don't think this course should be combined with other course because if it were, it would be have a clear understand for students. This course might increase the understanding of entrepreneurship, and if students have a clear understanding of entrepreneurship, they might be confident enough to become entrepreneurs. Students might be able to trust their own ideas and depend on themselves. So I think they might become more innovative and creative in their thinking. Students will be able to use their entrepreneurial experience for life-long learning and acting in an entrepreneurial way even if they work for other people.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

I think teaching entrepreneurship can help the Thai economy. I think students in this course are more likely to become innovative and creative entrepreneurs. It would enable links to form between Thai universities and industries in order to create new products and services. I think companies have money and students can come up with creative or innovative ideas, so it's a good idea to link the two groups together in this course to increase the number of new products and services. As a result, it could bring money from outside to benefit both students and universities. Thai entrepreneurs are more likely to have social responsibility and give money to support education or whatever else they can do for poor people in order to give them more opportunities in Thai society.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

I think students need to have more understanding about entrepreneurship that suits the needs of the changing Thai society and economy. The university needs to explain the aim of this course to them and their families before they start, because if their families don't have a clear understanding of what this course is, their families will not support their decision to study and focus more on trying to get their children to work with the government or big companies than becoming entrepreneurs or starting new businesses that might lose a lot of money. So I think it would be better to teach students about entrepreneurship in the first year and make it a full time course so that students can learn more about it. I think it would be a good idea to have a seminar or meeting with students and families to talk about the new pedagogies and how the course will be taught, which might be different from what students are used to. The university needs to emphasis the importance of teaching students to think differently from other people. I think if you want this course to encourage students to be innovative entrepreneurs, it's important to have the right pedagogies.

Entrepreneur 10 – Native – Thai

What does the word “pubragopgarn” [entrepreneur] mean for you?

The word ‘pubragopgarn’ refers to people who initiate and create business by themselves with their own ideas and capabilities and work under their limitations. It does not necessarily have to be business. It can be something that benefits the pubragopgarn and society, helps others or creates something new. Pubragopgarn have a small business that they runs themselves based on their own ideas with the proviso that they must not create a business that is destructive to society or crosses ethical lines, such as getting paid to post comments then manipulating the board. A good pubragopgarn could be a person who establishes an association to raise funds to help society, comes up with new ideas, solves problems by themselves and dares to be different. Pubragopgarn has a wide range of meaning at different depths. It consists of different ideas. I don't give much importance to the size of a business.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to lecturers]

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

What is my thought about Case Studies? Those who know are labourers. We study but we should not only use knowledge. Good study is when you use it as a tool to develop ideas. Knowledge cannot be given to others. My job is to explain so that you can imagine, picture, follow and conclude in your own understanding. I just try to make you understand.

To relate this to real life, Chinese people say that case studies are the basis of learning and use case studies as an indicator of the accuracy of theoretical perception. A case study is an indicator to confirm whether it's correct or not. For example, some people develop theories in order to raise the bar, not just to accumulate knowledge. So don't pay attention to knowledge itself, but focus on how we can help students develop ideas. The disadvantage is that we tend to learn the pattern of other people's success, which is very dangerous because we tend to use this form of solution as a one-size-fits-all to solve other problems. It doesn't suit Thai culture or Thai people. Don't do things in accordance with Thai society. Thai society doesn't really do anything practical to develop ideas whereas Chinese see that practice is a basis of learning and uses practice as an indicator of accuracy which is similar to case studies but with some limitations.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

It is good to learn from problems because it teaches how to solve problems. The advantages are that people get to think and there are many ideas that are not attached to anything in particular. Different ideas are formed and they're not bounded or limited. The disadvantage is that they get to solve problems by themselves based on their own experience. For example, you may not use your knowledge in computers as well as someone who studies computer science and so that person will solve problems within his or her own context. What you think is just scientific thought and doesn't contribute to anything that suits Thai society. If you want to improve, you shouldn't do anything in accordance with Thai society.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Using games is a way to connect the two factors mentioned above, but I don't have many comments on this.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

It's good but you have to carefully choose an entrepreneur who has good experience so that we see pictures. Entrepreneurs who have good ideas are hard to find. There are two sides of entrepreneurship. Major companies have major plans which are far too different. So we need to understand how to convey knowledge to students.

My role does not enable me to make my students entrepreneurs. I need to have sufficient understanding so you need to bring me simple concept about this, otherwise I cannot understand.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

I'm not sure what to answer.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

Universities should play a role in developing a creative atmosphere to encourage students to become entrepreneurs.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

This is because entrepreneurship must come from within each individual. This subject can be taught, but not to a great extent. It would be better to teach this subject to students who have some common sense in terms of entrepreneurship than those who don't. The students themselves are the main component while the subject taught is second. A university should play a role in creating an atmosphere to encourage students to become entrepreneurs. In all fields, the role of lecturers is to explain and to let students imagine. Knowledge is knowledge. Ignorance is ignorance. It depends how students are selected. Therefore, universities have an important role.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

I'm not sure.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

Other suggestions include encouraging students to be good, moral and true. My suggestion is not to do business, just to make money.

Entrepreneur 11 – Native –Thai

What does the word “pubragopgarn” [entrepreneur] mean for you?

A *Pubragopgarn*, for me, is a person who has the patience to achieve what they want to do and like to do something different from other people and create a lot of new, innovative things.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to lecturers]

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think it's a suitable way for students to learn a new way of studying, because they might improve their abilities when they have to learn by themselves. Case studies require students to think and analyse what they should do. It's a good idea to use case studies for students because Thai students tend not to learn through discussions, sharing ideas, and analysing, and these skills are important for them after they finish the course. I don't know, but maybe students might get better at finding good solutions for the cases and learn to trust their own decisions and use this experience in real situations. I think learning this way might give students more opportunities to talk and discuss things that they want to talk about, not doing it because the lecturers force them to do it.

Myself, when I experienced problems in my business, they gave me the opportunity to think a lot about how to do things in the best way possible, and, you know, sometimes I was able to see opportunities to make more money, so I think maybe students might learn to see more opportunities from studying cases, more than other students who have never studied this way. On the other hand, as I said at the beginning, Thai students might not understand the case studies and might not know what they should do.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think this method is a useful way for students to develop their thinking and abilities. I think the more students learn this way, the more they experience. So I think when these students are faced with problems in the future, they'll be ok and might be able to apply what they've already experienced at university to real situations and be willing to accept uncertainty. On the other hand, it might be hard for students to learn this way because they're used to learning by memorising.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I really don't know about it but I think it's a good idea for students to study this way because they can change their learning style. Students might learn more about doing business and think about what they will need to do if they start new businesses.

I'm doing business and I usually use negotiation skills in my business. What I mean is it's a good way for students to learn because it can be used in real situations, whether you're working with someone or you're a business owner, because your aim in doing business is to expand the business, so you need to build business relationships.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

This is a good idea because nobody teaches them better than people who have already had experience with doing business in the real world. Students might learn what kinds of problems are common in the business world. On the other hand, it might be hard to invite them because they might not feel confident about talking with students at university about doing business and they might not know how to prepare themselves.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

Of course, these skills are important for students to learn and improve, and students will have opportunities to apply them in real situations. Students won't just study for exams and keep their knowledge in a box. Maybe setting up an entrepreneur club like a coffee shop would be a good idea. When students want to talk with their friends they can come there and they might get to know more people and get to know them better as result of doing activities in this club. I experienced visiting innovation exhibitions in other countries during my holidays. I think these people had amazing ideas, and I couldn't believe how they could think of them and what inspired them to come up with them. It encouraged me to keep thinking in new ways to emulate them, and, you know, I came up with a lot of innovative and creative ideas which I wouldn't have if I hadn't seen this show. So I think the university needs to take students outside and learn how the world is changing and learn things from the real world rather than just memorise things to pass exams.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I think learning by doing in real businesses is useful for students' learning, and they'll be able to improve their entrepreneurship skills from what they learn more than by just learning in class every day. Or maybe have a contest every year at university between faculties or universities or teach a subject about innovation or creativity. Maybe also raise students' awareness of the environment – get them to make recycled products or use local

resources from their home town, but it's up to the university to decide. I think this might help students to be enthusiastic and keep thinking to get new ideas.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

Thai universities absolutely need to teach this course seriously. I wish I could have studied this course when I was at university. As far I know, after students graduate they're focused on becoming employees rather than starting their own business because I think when they're at university they're in a less entrepreneurial atmosphere. It's hard to blame students because the study has to follow the rules and plans from the university and the Thai education system. I think the university itself needs to be more aware of the needs of students and they need to share ideas with them by meeting student representatives in order to get to know what they need to learn. If this course is taught at university, students will know more about entrepreneurship and might develop independent thinking and want to initiate new creative and innovative projects because this course might cultivate these tendencies and train students to think this way.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

Sure, this course is relevant to enhancing the Thai economy. I think the more entrepreneurs increase, the faster the Thai economy will grow. If this course is taught at university, it will emphasise teaching innovation and creativity, so I think when they become entrepreneurs, students will focus on innovating and doing business creatively. Thai entrepreneurs now need to adapt their products and their thinking more innovatively and creatively in order to get more opportunities for their business. And I think Thai entrepreneurs need to export their products – they should do business abroad as well as in Thailand. This can make the Thai economy prosper by reducing unemployment. When there are more entrepreneurs, more people have jobs and it helps everyone to earn more money. It can help to lift people out of poverty. Students in this course will not think only of themselves, but also assist society by doing things like developing their home town by giving people work or helping them earn money or protecting the environment. And I think another thing that can help Thai society is to forgive people who've done the wrong thing and provide them with new opportunities because these people have more willingness to do the right thing to make up for their faults in the past.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

What I think is that Thai universities need to change many things – they need to make sure that students and their families understand this course, the new pedagogy and the new way of learning because students are more used to teacher-centred learning than independent learning. I think that if students have initiative and do things based on their own desires and thoughts, when they become entrepreneurs, they will be able to make decisions and act on them rather than following other people. I think everyone needs time to gain their experience – like me, it took me a long time to understand and improve my skills about running my business – so I think students need to study for a long time in order to improve their entrepreneurial experience, and this course should have own faculty to enable it to do a lot of entrepreneurship activities and provide students with more opportunities to interact with the faculty every time their need to. And non-business students should be able to study this course and join in activities with students in this course. I want make a few more suggestions – this course needs to have the right pedagogy, one that's capable of imparting entrepreneurship skills such as the ability to cope with risk, to solve problems, to analyse, and to think independently, innovatively and creatively in order to come up with something that's different from what other people are doing.

Entrepreneur 12 – Native – Thai

What does the word “pubragopgarn” [entrepreneur] mean for you?

A *Pubragopgarn*, for me, is someone who likes to do new things, accept challenges, and believes in what they are doing.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to lecturers]

(ii) What do you think of the Case Study Method of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

The case study approach to teaching entrepreneurship is an effective way for students to analyse and think critically about various possible answers to the case study in question. This approach encourages students to think carefully and broadly about their analysis of the situation before they put pen to paper. The possibility of multiple correct or feasible answers often exists, and this concept allows students to think and take responsibility for their answers while the students and teachers can cross-examine, discuss and offer opinions that participants may not have considered in their responses. The case study approach can be conducted independently or in a pair or group environment. The saying that “two heads are better than one” applies here, as it allows more ideas and scenarios to flow between the participants, and students will learn from each other.

Students may, however, be hesitant to provide their thoughts in a group scenario through fear of their answers being critically analysed by other students and shown not to be ideal for the case study in question. Some students may be shy or not confident in speaking in front of a group. The case study scenario can increase their confidence levels if their answers are recognised and applauded by other students, but it could in fact add to their reluctance to speak publicly if fellow students' analyses of their answers are not entirely favourable. The case study approach does, however, force students to trust in their own judgement and make a decision that they need to be confident is the right one, as other students and the lecturer will cross-examine their responses in order to

find out the reasons for the answers. For entrepreneurs, it's critical to think outside the square and it's advantageous to have different concepts and methods than those around you. Doing this may give you an advantage over your competitors and allow your customers the opportunity to see that you are an individual or corporation that constantly seeks new opportunities and methods to market and sell your product or service.

I don't believe that the case study method would be consistent with Thai cultural values (but it is a good way for students to develop and improve their learning style), as Thais have a tendency to work in the same way as they've always done. Thais tend not to seek new learning methods or ways and means to enhance or better their work environment. They learn from their ancestors, friends and work colleagues, who in turn learnt the same way, so the opportunity for new information is limited. The case study approach is a good way for Thai universities to ask and allow students to think outside the box and encourage them to seek new methods and approaches to learning and doing business both within Thailand and abroad.

(iii) What do you think of the Problem-Based Learning method of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I believe this is a similar approach to the Case Study Method except that the Problem-Based Learning approach presents students with the problem first and thus encourages them to challenge their understanding of their learning to date. This environment tends, I believe, to allow more opportunity for students to discuss their opinions freely and openly and to allow the tutor to offer advice and encourage critical thinking amongst peers. Entrepreneurs need to take knowledge that they have learnt over their lifetime both from within educational facilities and outside of them through life experiences to make important decisions in the business world. Entrepreneurs may make decisions that are not always logical or ideal, but they challenge ideas and take risks in order to do what others may not be prepared to do. They learn from their experiences and build on them to better themselves and others around them. The Problem-Based Learning scenario encourages students to analyse the problem in great detail and take responsibility for their answers.

Like the Case Study learning scenario, Thai culture has not in the past adopted this form of learning. I understand that they have predominantly relied on traditional methods of learning from within their culture and own people, which in the past has been accepted and functional. With changes to technology and the outside world now being more accessible to Thai nationals, different methods of learning are required to deal with the Western world. Thai universities should be looking at teaching methods used by colleges abroad and integrating them into their own practices. If this doesn't happen I believe students will be disadvantaged greatly in the future when it comes to doing business abroad.

(iv) What do you think of the use of the Simulation Games method of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think the Simulation games method would be a fun educational format of learning that would enable students to interact with their students in a classroom environment. The games could be customised and made fun for students of all ages. Students are learning aspects of entrepreneurship but it may not feel like intense study as the game is made to be enjoyable while challenging their critical thinking and motivating them to call on their understanding and memory of the theory they've learnt. Students will have a greater appreciation for how businesses operate, which will provide them with an advantage when they graduate and work for an organisation or for themselves.

The games should be designed in a way that encourages them to think outside the box and express their beliefs. I believe that these games will enable students to gain a greater understanding of running a successful business which they can use in real life. They need to trust their own instincts and be able to take risks throughout the cycle of the game. Failure or success in the game is a result of their critical thinking, risk-taking and belief in the answers they provide. I think that this is a really good way for students to learn, as they will be exposed throughout the game to their mistakes and good decisions. The game will penalise the student's wrong decisions and further challenge their ideas to rectify the situation and find a way to get them out of difficulty. It's not consistent with Thai culture, I would imagine, as Thais tend not to think outside the square – they do business the way they were taught and they way they've always done it, as to them it's safe and effective to do so. But it's good to learn this way in order to develop Thai students' learning style.

Yes, I believe that negotiation is a good skill for students to learn because I'm sure that they'll use these skills for their future career and I think it could help students have a plan about what they should say and be confident in their thinking in order to build more business relationships.

(v) What do you think of connecting students with Local Community Involvement as method of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I believe that this approach to teaching is beneficial because it removes students from the classroom environment and encourages them to learn from real business people in their own community. It might enable students to recognise and understand the challenges that the local community faces in doing day-to-day business and provide valuable feedback and ideas that can help businesses grow and be more successful. It also shows students the pitfalls and challenges involved in conducting business and will give them a greater understanding of the consequences of poor decisions or planning by local business owners. This might give students a greater understanding about running a successful business if they decide to do so within their local community. Inviting local community business people to give talks in front of the class may allow the students to hear real-life stories about the challenges, success stories and failures involved in running a business. This may put students in better stead when the time comes to run their own businesses, as they have heard and discussed different scenarios with business owners before starting businesses for themselves.

A disadvantage may be that the local community business owners may not be entrepreneurial and may give

students a conservative approach to performing business, much like the one they've been taught by their family, friends and peers over the years.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

I believe that these skills are needed to assist students when they're studying this course because it's important for their real life, especially now that the world economy has changed so that people are focused on using networks and innovation to do business successfully. So I think the university needs to make links and contacts with businesspeople because it might result in more opportunities for the university to use them as examples or get students to visit their businesses. The university needs to take students to real businesses so they can learn from new inventions or creative new ideas.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I believe that a good way for students to learn is learning by doing. If this course wants to get students to improve their entrepreneurial experience, they'll need to learn from doing real business. I really want universities to join with companies and set up a contest for innovations in order to create new products in Thai universities. It might be better to have this contest every year because this will make students push themselves to do new things every day and want to make their dream come true. We might give money for the winner to make a product, and the winner will need to register intellectual property to protect their ideas. You know, If Thai universities do this, Thailand will improve the quality of its entrepreneurs and have various kinds of new businesses.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

Absolutely. I feel that Thai Universities have an obligation to teach their students entrepreneurship in order to promote new business ideas and keep up with other developing countries. Thai people don't want to be left behind because of their over-conservative approach to doing business. Thai universities should promote access to entrepreneurs from countries abroad to lecture and have contact with Thai students in order to open their minds to new ways of doing business. I think Thai people tend to open small businesses regularly, but do so in a way that doesn't offer much that's different from their competitors. Businesses are similar in their approaches and methods and would benefit from more entrepreneurs that are not afraid to take risks and do things differently from their competitors. Thai universities need to acknowledge that there's a need for more entrepreneurs in Thailand and to educate students about the opportunities that may exist for them given the right education. At present, many Thai people are probably not conversant with what an entrepreneur is and what it takes to be one. A scholarly course made available for students to enrol in would develop more of an interest and understanding of the subject and in future help to stimulate the economy with new business ideas and keep up with the rest of the world when it comes to technology and ideas.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

A scholarly course made available for students to enrol in would develop more of an interest and understanding of the subject and in future help to stimulate the economy with new business ideas and help Thailand and its people to keep up with the rest of the world when it comes to technology and new business methods and ideas. Students are the future of any country, and without Thai universities promoting entrepreneurship, Thai people will continue to conduct business as they have in the past. If Thai universities offer an entrepreneurial course, Thailand will hopefully welcome a new wave of business owners with entrepreneurial skills that stimulate the economy both locally and abroad with new and exciting businesses.

I think these students will be aware of the importance of intellectual property to protect their talents or their ideas. They will then be able to pass on their knowledge to their own children and peers, resulting in further economic stimulation gained through the opening of more businesses and development of more entrepreneurs. But until somebody takes the lead and develops a course to show Thai people new ways of conducting business, very little will change. Thai universities should be at the forefront when it comes to being able to offer young people and existing business owners new techniques and business opportunities. I think students in this course could understand what the world is like, have a new vision, new perspectives and optimism, and have an open mind about people who may have made mistakes in the past but want to make a new life in order to provide them with new opportunities, and this can assist Thai society.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

I think Thai people do not have a great understanding of what an entrepreneur is and what is involved in becoming one. Thai universities have to make a concerted effort to promote this educational program and give people an understanding of why this form of study will benefit them and their people in the future while conducting business locally and abroad. It is important that the universities offer courses that allow students to interact with entrepreneurs from abroad. It must be realised that currently Thai culture is very different from that of the Western world, and students must have an understanding of how people behave and conduct business overseas. Thai people have had a tendency to be conservative in their approach to conducting business, and this needs to change, with universities facilitating and encouraging students to study and learn new approaches to business. I'm not entirely certain that Thai Universities would have a good idea of the curriculum that should be taught and they should endeavour to seek help from foreign universities and lecturers who have offered this topic for many years and can offer advice and mentoring for staff and students.

Group 2: Lecturers

Lecturer 1

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-

Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to lecturers].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Students paid attention and handed assignments on time when I used the case studies for teaching. They also became more interested in discussing their assignments with me. The Case Study Method approach might be able to improve students' entrepreneurship experience and get students to think about real situations. Hat Yai University has begun to focus on student-centred learning because at the moment some students are not really understanding what they learn in class. Using the Case Study Method might enable students to increase their expertise and real-world experience and give students practice in critical thinking and analysis. The Case Study Method guides students to become creative in problem-solving. It is an important tool for building entrepreneurial skills to provide practice to students in noticing new opportunities.

The Case Study Method has disadvantages as well as advantages. One, they take a lot of time. Two, students might not think independently about the case, and if they don't they won't improve their analytical skills. Three, in the class after the lecture, all the students have to present their analyses of the cases and discuss ideas and suggestions, but if the class has a lot of students, there won't be enough time to present ideas and so students might pay much attention to other students' analyses and not put much effort into critical thinking and sharing ideas.

(iii) What do you think of the Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I agree with using Problem-Based Learning for an entrepreneurship course because it allows students to learn from real situations and generate new ideas – it gets them thinking, researching and finding ways to solve problems and create new things. It can encourage students to improve their knowledge and experience, but the lecturers who teach this course need to have expertise, skills, knowledge and preparation.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I don't know about simulation games. It's hard to talk about it because I'm not a computer professional. Having heard about it from you I can imagine the results of Simulation Games – I guess they'd allow students to learn in a way that's like actually doing business.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

I agree that inviting entrepreneurs to talk at university is a good idea. Students would be able to talk with entrepreneurs in more depth in small groups, so they would be able to tell their stories and students would have more opportunities to ask the questions that they want. On the other hand, entrepreneurs might not have enough time to do this kind of thing. At the moment, marketing and management courses often invite entrepreneurs to talk with students at university, which helps to improve students' entrepreneurial skills and knowledge.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

Hat Yai University has recently organized competitions that motivate students to create new things or focus on activities that encourage students to think independently. So universities should emphasize the importance of activities both on and off campus.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

The university needs to encourage students to do internships with small and large companies. Hat Yai University currently encourages undergraduate students to do internships so that they can get a job in the same company after graduating.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

I agree that it is the role of Thai universities to teach entrepreneurship.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

Teaching entrepreneurship at university is very important because it will prepare students for the upcoming integration with ASEAN. English is a big problem, though, so Thai people are more likely to become employees than business owners. Teaching entrepreneurship might be able to prepare students for ASEAN and for exporting.

5. What needs to change if Thai universities are to teach entrepreneurship?

The policy on student-centred-learning at Hat Yai University is stronger than it used to be. I've started to teach in a student-centred way, and as a result, students are enjoying sharing ideas, analysis, and independent thinking. They've asked me to keep teaching like this.

Lecturer 2

What does the word “pubragopgarn” [entrepreneur] mean for you?

For me, the meaning of *pubragopgarn* is someone who has a family business background and continues doing business with their family. After that, some of them study in order to improve their skills -- like some Chinese people who inherit businesses from their families.

[The researcher then explained the meaning of *pubragopgarn* for the purpose of the interview questions -- as a person who engages in innovation in business.]

How would you describe your teaching?

My own teaching style involves both the lecturer and students having to read before class and share ideas together during class because students have different ways of thinking. At the end I explain more about the subject. I like to make my classes interesting and my students do enjoy them.

I think 50% of students have personalities that make them like sharing ideas in class, but they need to be motivated by lecturers. Most students don't like competitiveness, so lecturers are the key to encouraging them. Students who are studying accounting have fewer opportunities for creativity and innovation. There aren't many students who have a different way of thinking from the lecturer. Students at Hat Yai University are not top students. I give students practice in things like time management, analysis, and critical thinking. I think these characteristics help students to become entrepreneurs.

Most Thai people don't like to change their way of doing things -- it's hard and it takes a long time. I would like students to study as a work group, although sometimes it might cause problems, because I want to improve students' learning and ability to share ideas with other people and to motivate students who are quiet and sleepy.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to lecturers].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I like the idea of using the Case Study Method in teaching entrepreneurship because it can enable students to analyse, share ideas and practice leadership. The Case Study Method can provide students with practice in communications skills such as discussion and delivering presentations in front of the class and lecturers rather than just writing answers on the paper.

On the other hand, there might not be enough time for it and it might be difficult for student to learn because they are used to learning from lectures. Students have to read and try to understand the Case Study Method, but they're not used to that sort of thing, so they spend a lot of time reading it again and again before they start working on it.

(iii) What do you think of the Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I approve of using Problem-Based Learning for teaching entrepreneurship because Thai students don't have much business experience. So I think this course can assist students to improve their research skills, challenge them, and improve their time management skills, imagination, and ability to solve problems and spot good opportunities even in difficult situations. Lecturers should have up-to-date knowledge and use problems that are relevant to students' lives. On the other hand, students might not want to study using Problem-Based Learning because they might not understand what are they doing and they might get bored and not have enough confidence to learn by themselves.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Students might learn from their mistakes in order to improve skills and generate new ideas. They might develop their own way of solving problems in difficult situations. Students would enjoy playing these games, too. Lecturers would need to have a clear understanding of Simulation Games. It might difficult for students because of English language skills and the university needs to have enough computers for students.

This kind of learning seems to be a kind of learning by doing, so students can improve their ability, skills and imagination. I've used Simulation Games in the past, such as negotiation games that can enable students to expand their networks and improve students' abilities to negotiate with other people. I could see that students enjoyed playing these games.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

It's a good way to teach students because entrepreneurs would talk about up-to-date situations and business news -- these people are faced with real-world difficulties every day. Entrepreneurs might be able to inspire students to be entrepreneurs and think positively about doing business and creating innovation. On the other hand, it would not be easy for the university to find the right entrepreneur who is good at teaching students, and students might keep quiet even though they don't understand.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

Students should work part-time with entrepreneurs who need some help, which could help students to learn and think and get to know more people.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

If students are surrounded by an entrepreneurial environment every day, they will raise their awareness of entrepreneurship and notice more opportunities that might push them to become entrepreneurs. Studying using real-life situations by doing business at university is important. It would improve students' knowledge, skills and imagination and they might learn from successes and failures and find the right way to solve real-life problems in ways that might be different from what they have learnt in class. I know that Hat Yai University has already done some student business programmes, but without emphasising the importance of innovation and creativity very much.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

I agree with this course because it is important to prepare students for life-long learning and the university needs to provide practice to students who want to become entrepreneurs and improve their entrepreneurial skills. I think if Thai universities, especially Hat Yai University, offer this course, it will need to be a separate course within the Business Administration Faculty. Teaching entrepreneurship should not be joined with other subjects – it should have a separate course within the Business Administration Faculty to match the importance of the subject and to provide enough time to give students sufficient entrepreneurial experience. Hat Yai University doesn't do much entrepreneurship teaching. I think teaching this course could help students understand entrepreneurship, provide a clear goal after they graduate, and help them to develop independent thinking. Thai families might be interested in supporting their children to study entrepreneurship.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

Universities need to teach entrepreneurship. It can boost the Thai economy by generating innovation and creativity. Thai entrepreneurs might gain awareness of exporting and motivated to seek foreign investment. If students had entrepreneurial experience at university, it would encourage them to be entrepreneur in their local areas by creating new products or making use of local natural resources or skills in an innovative way. This might reduce unemployment. An entrepreneurship course can also cultivate a sense of responsibility in students.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

Universities need to explain the goals of this course to families before students start studying. Thai society emphasises getting a government job or working in a large company, so if the university doesn't explain the course to them, parents will not approve of their children studying it. So the lecturers should meet students' families. Another important point is to improve the understanding of the pedagogy for teaching this course, since pedagogy is the key to teaching entrepreneurship. Some lecturers don't like to change their way of teaching or to innovate. If the university has this course, it will need to teach students from the first year and make it a full course, and it should become a major in the business administration degree because Thai universities focus on teaching short courses. I think the university should also pay attention to teaching entrepreneurship to non-business students in order to encourage them to be more entrepreneurial.

Lecturer 3

How would you describe your teaching?

The management department has developed the course so that it supports students to be both entrepreneurs and employees. But the small business subject that I teach focuses on writing business plans, making decisions, and giving students a new perspective about doing business.

What does the word “pubragopgarn” [entrepreneur] mean for you?

For me, the meaning of *pubragopgarn* involves taking a risk, such as an investment. It applies not just to people who focus on profit but also on social responsibility. I think it includes the ability to see new opportunities, being a business owner, entering a new market, and turning a hobby into a business, like someone who likes reading cartoons opening a cartoon shop. The idea for starting a business might come from what you like to do.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to lecturers].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

The Case Study Method is feasible. The university should use up-to-date cases. The use of Case Studies can encourage analysis and critical thinking. It might get students to engage in more student-centred learning. As a result, students might become better at solving problems by themselves and using their knowledge and skills in their daily lives. Students might be able to see new opportunities in the midst of chaos and make a lot of money from it. On the other hand, it might take a long time for students to read and understand the Case Studies, and students might not like to ask questions. Even if they don't understand what they're studying, Thai students are more likely to keep quiet than to ask the lecturer questions because they do not want to bother their lecturer.

(iii) What do you think of the Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

The university has taught students by getting them to take part in exhibition fairs and checking the results later. Many universities have been using Problem-Based Learning for teaching students because it can improve analysis and synthesis and get students to think about what they should do in real situations to avoid failure, because it might be more difficult than they thought. I think it might improve students' planning and get them to research the important things before they start doing something. Lecturers would need to mark students' assignments immediately so they can find out any problems with their approach and fix them. Negative aspects of using Problem-Based Learning might be that students might not be successful in solving the problems and misunderstand how to do things. I think some students might not like it because they lack confidence in sharing ideas and lack clarity about their own ideas. Students might lack the responsibility and initiative necessary to cope with self-directed research.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

It enables students to practice basic skills, know how to be a leader and entrepreneur and work out how to beat competitors. It strengthens students' thinking by staying closer to real-life circumstances and improves their ability to think quickly. It can improve students' capacity for analysis, critical thinking, and finding the best solution to problems within a time limit. It gives them practice in dealing with real-life situations such as competition, planning and management and using complex strategies to deal with unexpected situations. I think Simulation Games can motivate [students] to learn by being enjoyable. Students might be able to choose games that they like playing and that are close to their real-life goals. Simulation games might improve their recall by activating their visual memory.

The disadvantages of simulation games are that students are used to learning in Thai and might not understand the information [in English-based games]. Lecturers also need to train and understand both English and the steps of the game. Lecturers need to teach students and give them practice in playing the game honestly whether they win or lose because they might learn how to cheat and not act ethically in a computer game. I think this is very important because this personality might influence students when they become an entrepreneur. They might do business unethically in order to get profit or be a winner. I'm sure that students might not understand or know how to learn without the help of the lecturer. So lecturers need to have enough knowledge and be smart enough to solve problems for students when necessary. They would need to train before they start teaching students.

Have you tried to teach by using negotiation games?

I used a business model game in the Business Administration Faculty, which involved a lot of buying and selling. This model emphasised the importance of a lot of negotiation theory. These sorts of games can give students practice in communication which they can remember over the long term and apply to real situations when they start businesses in the future.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

I think it could help students to get more real-world experience. Students might want to know a lot of things and it would give them practice in asking questions because students like to find out about how to solve problems and run a successful business and about the advantages of entrepreneurship. As a result, students might be willing to accept difficulties. The university has invited businesses of different sizes – large, medium, and small companies. Students are more interested when they're doing things than when they're just studying in class. Some groups are likely to ask but some group are likely to be quiet. I think the problem [with the Local Entrepreneurship Involvement approach] is that some entrepreneurs might not know how to talk in a way that interests students in what they're teaching. Students might be sleepy and not have any questions after they speak. Another thing is that Hat Yai University would be more likely to invite a representative of a successful famous company to meet students to make the university look good. But this might make it difficult for students to identify with the entrepreneurs. It might be expensive for the university, too.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

I don't know what should I answer because I think my answer might not be relevant in entrepreneurship.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

Learning by doing in this way, students would have to think everything through by themselves first, and the lecturer could help them when necessary because the university wants them to learn from success and failure and find better ways of solving problems in situations where it's hard to know what the real problem is unless you've encountered them before. I think whenever students have some entrepreneurial experience at university, it would make it easier for them to become entrepreneurs and to do so more innovatively.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

It is important for universities to encourage students to be entrepreneurs. Teaching entrepreneurship can inspire students to be more willing to be entrepreneurs and understanding of how to become one. Students in this course might be more confident in their ability, knowledge and skills than other students and have their own ideas and ways of thinking.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching

entrepreneurship?

I think the university needs to realise that to be an entrepreneur is not just about money but also includes other things such as innovation and creativity. I am teaching at the third year level about generating innovation. I think following people who can be a role-model can develop your own original thinking and it can help students to have creativity and new ideas to take something around them and turn it into a product or service in order to make income. Therefore, the teaching style should not be focusing just on theory but also on deepening students' understanding of real situations.

Students should improve their ability to build on what's already in the market in order to create something new. Thai people focus more on price competitiveness than on creating something different from what other people are doing, or on creativity, innovation and honesty. So teaching entrepreneurship can strengthen Thai employment. Thai entrepreneurs might gain awareness of exporting and be motivated to seek foreign investment. Teaching entrepreneurship at universities might enable students to come up with creative new ways of taking something around them and turning it into a product or service to make income. I think this could increase the wealth of local people.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

Universities should develop courses and pedagogies that focus on encouraging students to be entrepreneurs. They should raise awareness of the goal of being an entrepreneur. Lecturers might not know much about innovation and might not have enough time to change themselves. I think Hat Yai University needs to take advantage of more opportunities, new ideas and new things from other people that might help students improve their thinking throughout their life, and it needs to change to teach different things in a different way from other universities. It might be hard to establish this course because everything at Hat Yai University depends not only on the strength of the ideas involved but also on money, which is limited, and support from outside.

Lecturer 4

How long have you been teaching?

I've been teaching human resource management for seven years. From my experience of teaching, I feel that there are several kind of students – some pay attention to their study and some don't.

What does the word “pubragopgarn” [entrepreneur] mean for you?

I don't have any understand clearly about this word. I am confused.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to lecturers].

(ii) What do you think of the Case Study method of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think using the Case Study Method to teach entrepreneurship is useful and good. I think case studies need to be based on research from real situations in industries. You can't just take a case that's not up-to-date or based on old newspapers that don't reflect real situations. You need to prepare a good case study and have a clear understanding of the case before teaching. The Case Study Method will do more to improve important skills for students than just listening every day to what the lecturers say. The problem for Thai students is that they can't think outside the box when I ask them questions that are not covered in the textbook. A lot of students are enthusiastic about analysis, and they get to work as both leaders and followers. It gives students the opportunity to learn and solve problems by themselves rather than just note-taking or listening. Students might remember the case studies and apply them to real problems and uncertain situations and trust their own judgment.

On the other hand, using the Case Study Method in class might be more difficult than lecturing because the Case Study Method focuses on deep analysis and it takes a lot of time for students to understand. Another problem is that Thai students often prefer to be asked by the lecturer to share ideas rather than volunteer them themselves. Using the Case Study Method might run into problems at the beginning because students are not confident with their own ideas, but this is a good way to encourage them to develop their thinking and analysis skills. The university should encourage the use of the Case Study Method for teaching in the first year of teaching entrepreneurship because it is a good foundation. Some Case Studies have been used many times or are not easy to understand. Thai Students might not like to ask the lecturers questions out of respect and being scared that teachers will not like them if they ask a lot of questions.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I know a bit about Problem-Based Learning because I had training in it but I haven't taught Problem-Based Learning in class. I think it is a good method for teaching students in entrepreneurship. The role of lecturers should be to assist students when they need some helping. The Problem-Based Learning method can motivate, challenge and improve the ability to solve problems independently. As a result, students might develop the ability to face any obstacle without giving up easily and to find new opportunities.

On the other hand, sometimes lecturers would need to explain the methodology to students more clearly so that students have a clear picture of what Problem-Based Learning is. I don't think using Problem-Based Learning would be easy. I often teach students both theoretical and practical analysis. Students in Problem-Based Learning classes might become lazy and miss classes. They mightn't like to change their learning style.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Many Thai universities have been using Simulation Games, and Hat Yai University is focusing on Simulation Games this term. I think by using real situations, it might teach students not to learn or do things the same way that they used to learn at university. This game might help students to think about the result first before they do something as entrepreneurs to enjoy learning in this course. Students will probably like playing the Simulation Games but it might be difficult for them because of the need to use English. Lecturers need to be able to help students and should have enough skills in using these games in order to teach them.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

It would be a useful method for teaching entrepreneurship because before students can want to be like entrepreneurs, they need to know people like that first. This way, students can meet with real entrepreneurs who have struggled with a lot of obstacles. I think lecturers are more focused on theory than practice. The university invites speakers, so students are more likely to learn from speakers than lecturers because these speakers tell them real-life stories about their experiences and students are more active with listening and asking questions. The speakers might change students' attitudes about life and doing business. The university has invited both large companies and small companies because it wants to invite speakers that can inspire and improve students' knowledge and skills. If speakers are too boring, students won't enjoy it and be sleepy. As we know, businesspeople are always busy and they might not be available at a time that suits the university. This approach might not match with Thai culture because students tend to show agreement with and respect for people who are older than them. So they would tend to be rather quite rather than sharing or discussing ideas.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

All students already engage in networking, but in order to keep in touch as friends more than for businesses. The university should be teaching them learn more about how to use this process. It will help students be more successful in the future if they start businesses. In order to improve students' ability to innovate, lecturers should emphasise independent thought and self-learning.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

In addition to the pedagogies devised by universities, we should provide opportunities to students to give feedback about what they want to do and their own ideas. This would provide an opportunity for students to generate new ideas and innovate.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

I think teaching entrepreneurship at university is a way to improve the awareness of entrepreneurship and provide entrepreneurial experience at university. It's a way to improve the awareness of entrepreneurship and provide entrepreneurial experience at university. Entrepreneurship can be taught at university for both students who have a family business background and those who don't. It might provide students in this course with clear goals for what they would like to be and do in the future. Students might learn to trust their own judgement. This course should put emphasis on encouraging students to depend on themselves rather than other people, such as the ability to find new opportunities, to analyse, plan and to be able to do everything that they want to do. I think students don't think about their future during the first two years of university. During the third and fourth years, students start thinking of their goals after graduation. Most students think more about becoming an employee rather than an entrepreneur or business owner because they might not have enough money to start a business and lack the experience, knowledge and skills that are required for this area. Students are interested in being entrepreneurs but the university does not provide students with enough opportunities to train in entrepreneurship.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

Teaching in this course can encourage students to be their own boss, and the more Thai students can depend on themselves, the more it will to develop the Thai economy. It is the clear goal of Hat Yai University policy to encourage students to be entrepreneurs. Therefore, this course should be based in the Faculty of Business Administration. Teaching this course can encourage students to be their own boss, and the more Thai students can depend on themselves, the more it will to develop the Thai economy. Students in this course might be able to become entrepreneurs in innovate and creative ways so that they are able take local resources to produce something that can have a lot of value for overseas people.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

The university needs to have the right lecturers to teach this course, lecturers who have a new perspective, because students are like blank slates that like to follow people who teach them, who need to have enough knowledge and skills in entrepreneurship. From my experience, lecturers are the key element in encouraging students. Lecturers should visit or have a meeting with students' families in order to advertise the course and let them know its purpose. Universities need to develop the attitude in student's families that students can have a better job or better life in many ways after doing the course. As a result, Thai families might be more inclined to let their children do what they want to do than what family wants them to do. The stress from family expectations makes students less creative and innovative. Students might be more successful in what they study when they're happy doing what they're doing. The university also needs to explain the new methodologies that will be used in this course that have been developed to suit the needs of students and the situation. Lecturers should

emphasise the importance of networking, which means not just being a lecturer in class but also being involved in the outside world.

Lecturer 5

How would you describe your teaching?

I used to focus on theory rather than practice because I really didn't know what I should do to get students interested in my teaching. Now I feel the university and the Thai government have a strong policy to encourage reform of the Thai education system through student-centred learning to prepare students for life-long learning. So I'm trying to give students opportunities for self-learning by taking cases from the news.

I am teaching both theory and practice through individual and team work. I like students to discuss, share ideas, and ask questions with me and their friends.

Do you think students like to learn by themselves?

From my experience, students don't like to learn independently at the beginning but they start enjoying it later. Students start to ask me much more questions and to think outside the box. On the other hand, some students prefer to study theory rather than self-learning because they lack confidence in their ideas and skills.

What does the word “pubragopgarn” [entrepreneur] mean for you?

I think *pubragopgarn* refers to people who open small shops or do business with 50-60 employees.

[The researcher then explained the meaning of *pubragopgarn* for the purpose of the interview – someone who engages in innovative business practices.]

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to lecturers].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

It would be useful for students if the university teaches entrepreneurship this way. It can encourage students to develop confidence in their thinking and actions and to become more assertive. It might also allow students who have an inferiority complex to gain confidence and improve their ability. Students have to improve their critical thinking. I think the Case Study Method should involve not only classroom teaching but also study outside the class, which would enable students to come up with their own ideas. Students can use this experience to apply to similar situations in their own life. It would make students more willing to discuss and share their opinions and suggestions with others. Students who study this course might say 'Yes' in uncertain situations where other people say 'No'. On the other hand, Thai students are used to doing assignments with flexible time limits and case studies might take a long time for them to read and understand. Making the cases relevant to real situations and presenting cases using video, TV or whatever is becoming important because it can make students interested in the case studies.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I like this model. I used to learn this way when I was at university. I learnt about discussing, sharing ideas, and giving presentations. Students might actually prefer doing difficult tasks compared to easier ones, reasoning that difficult things have more value for them. It can also improve their ability to research information by themselves without copying other people. It might encourage students to have more confidence in their ability so that they don't just wait for an answer from the teacher. These activities can help to address problems with Thai culture by improving students' confidence and ability to think and take risks. On the other hand, it might be difficult for Thai students to learn this way. Thai students tend to engage in less critical thinking, don't have new perspectives, and avoid taking risks when solving problems.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think it can be a useful method. Some students like to play games, but some don't. A lot of Thai students are not very interested in reading. Simulation games can motivate students to read and try to understand the games by themselves. Simulation Games are enjoyable and not boring like lectures. It might develop students' imagination for finding solutions to problems. When you do something by yourself, it gives you more confidence to make decisions and practice critical thinking. So it encourages students to be entrepreneurs or to create something new to be successful. On the other hand, the problem is that the difficulty of using English makes Thai students easily bored when they encounter difficulties. Lecturers need to have enough knowledge and skills to teach students in order to improve students' skills.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

What I think is that there are several things that students would experience as a result of meeting entrepreneurs. It's not just dreaming or imagining and finding out about the things that you'd like to know but also asking people with real experience that are able to explain more deeply than other people. Students can also

share experiences together. Entrepreneurs can describe the positive and negative things that they used to face before becoming successful. So students will be able to apply this kind of experience to their future careers when they start new businesses. Students can take the things that they hear from entrepreneurs to develop and use in their own life, and it might inspire students to become entrepreneurs. Students might start thinking more about the consequences of their decisions.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

Universities need to encourage critical thinking and self-knowledge by providing students with opportunities to do activities in conjunction with other departments, faculties or subjects at university that are relevant to innovation and creativity, which might help students expand their networking skills and abilities. I think this might allow students to understand the importance of networking and generating innovation if they would like to become an entrepreneur or start their own businesses.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

Sorry, I really don't have enough ideas to answer this question.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

I think students in this course would be more able to develop their thinking and follow their own ideas to become entrepreneurs in more innovative ways than older entrepreneurs, or if they don't want to be entrepreneurs, they will work with other people in an entrepreneurial way.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

Teaching entrepreneurship at universities can benefit the Thai economy by increasing the number of entrepreneurs focusing on producing innovative and creative things. So it might help to reduce the number of unemployed students because they might be more able to earn money from their ideas rather than just look for a job. Entrepreneurship students might put more emphasis on social responsibility if they become entrepreneurs and help people who are not able to help themselves and have a sense of fairness and ethics when doing business. I think the result for the Thai economy will be that entrepreneurs might have new opportunities to expand their markets, such as by helping farmers in the country get a better price from their suppliers.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

Universities need to emphasise the importance of lecturers' teaching style and of students learning to develop innovative and creative ideas at all levels. Students need to have a clear understanding of new pedagogies and adapt themselves to accept them. Lecturers should have not only experience, knowledge and skills but also the right personality to teach students because this will teach students to act in more ethical ways, and people who are entrepreneurs should have this kind of thinking in order to accept difficulties with their life. Lecturers are very busy from their individual and university work, which makes it hard for them to adapt and find sources of modern ways of teaching students. In order to follow the goals and policies of the university, lecturers should focus more on teaching students to discuss, share ideas, and ask more questions than before. These styles of teaching are important for entrepreneurship education in order to improve and develop the abilities of Thai entrepreneurs. This course should be available from the first year because if the university were to start in the third or fourth years, it would be too late for students to accept it and change their style of learning. Students might not have a clear idea of their goals and what they want to achieve. The university should make this course a specific department or major that students can study long term. I think it might enable students to create new products to sell to industries and become inventors whether they are at university or after finishing their course. As a result, both students and universities would receive financial benefits.

Lecturer 6

What does the word “pubragopgarn” [entrepreneur] mean for you?

To be an entrepreneur means managing and combining available resources well. Students want to be entrepreneurs, but they don't know what it means. They might want to own a business and be independent. The goal of the university is to motivate students to become entrepreneurs and to make them capable of analysing situations. Students don't like to express themselves. We need to teach them in a relaxing atmosphere to get them to like the class. The teaching method is normally lectures but that's not enough. My teaching style is a bit crazy. I change the subjects I teach to sample groups all the time and I teach them about things around us that are relevant to us. I focus on examples. Each student has their own idea. Students of the marketing class are not so good at marketing but more familiar with accounting. Students of the business class have general but not deep knowledge.

The subject is called Modern Entrepreneurs. It's about businessmen who get rich by having their own business, how they think, how the new generation of businessmen are different from the old generation of businessmen. There are two generations of businessmen: the pioneer generation, or those who work hard to save money, using their experience, and the new generation who use innovation, alternatively called the modern generation, a new type of entrepreneur with the right brain to lead by thinking and the left brain to take action or to follow.

[The researcher then explained the meaning of *pubragopgarn* for the purpose of the interview questions -- as a person who engages in innovation in business.]

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of

culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to lecturers].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

The lecturer is important. The knowledge in the subject comes from both lecturers and students. I mean what I teach comes from what students like and it can be a variety of things. This will enable them to see the thinking processes needed to solve problems, to find opportunities and to make use of obstacles. So it doesn't necessarily start from zero. We should use relevant case studies. In universities, the teaching style is similar to manufacturing. We need to teach them to believe that if they change one idea, the outcome will change. I think there are many students who are confused, but there's not much creativity. Therefore, we should steer them towards creativity and innovation. The problem is that students do not like to express themselves. Can we develop something in the context of this culture? Well, if I can create an atmosphere that encourages learning, it will be interesting and students will become used to it. There is no right or wrong in this. But the next question is 'is there anything else?' Lecturers dare not change their teaching style and have no time for even minor adjustments in their style, but the process doesn't limit you to just one particular teaching style. Lecturers don't have time to improve their teaching style. I teach by walking around and letting the students have fun. When I check students' work, I do a rough check and return their work so that they can see my comments.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think it's good. The more students learn how to solve problems, the more they improve. This method encourages students to learn how to do research and they might have more confidence about doing research to find information relevant to problems that they're looking for. So I know my students' style, they might not like this kind of study at the beginning because they're used to lectures, or the old style, and it might be hard for them to change, but I think we'll be able to train them to accept this kind of learning. If we don't change, students won't change by themselves. So I think we should start using this method as soon as possible.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

From what I've seen, some students are very capable, good enough to enter competitions. This method allows them to learn by themselves through trial and error, which later on can be developed into new concepts. Students will have better understanding of business – how to plan, how to manage. They'll also get to practice making decisions leading to actions. This method can test their knowledge and abilities, and weakness will be discovered which will then be improved and changed. The result will be that students will be inspired to have the same business as the one they try during the game. And students won't get so bored, because the learning atmosphere changes. However, the disadvantage is that this method may be too difficult for the first and second year students, but it's more suitable for third and fourth year students. Students get to practice making decisions, working as a team and on their own. It should combine both theory and practice so that students get to be creative and innovative.

About negotiation games – I think they're a good way for students to learn and relevant to entrepreneurship, and students can apply them to a lot of situations in their real life. People are always communicating and negotiating in their everyday life, so I think we should pay attention to negotiation skills in this course and at university.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

I think this method allows students to discuss things, which is better than just having lectures. We should invite entrepreneurs to meet students so that students can gain knowledge, get inspired, develop positive thinking and learn from those who are actually running businesses. Students also get to learn about the problems and obstacles that businesspeople face before they become successful. Students will learn about the current and future business world, which will give them a better idea about which business they want to do and what they should avoid at first due to the risks. However, it might not be easy to find entrepreneurs who can pass on knowledge to students well because some entrepreneurs are not used to speaking at a university. And the classic issue is that Thai students prefer to sit and listen rather than ask questions because of their lack of self-confidence.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

Universities might link with external entrepreneurs or businesses who would like have some help in order to expand students' networks and business skills. I think the university might organise entrepreneurship activities with other students or other universities to develop students' network skills and allow them to share ideas with each other. Large companies often send letters to the university inviting a team of responsible and creative students to join a competition to create a new, environmentally-friendly product based on local resources. The companies offer a monetary reward and opportunities to train with the companies. I think this is a good idea for universities, if they want to see their students become innovative and creative entrepreneurs. I think TV is a medium that can present innovation products or ideas from students to raise awareness and understanding of innovation and to get people to understand more about entrepreneurship because everybody watches TV.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

Students could participate in events. For example, the university might organise events and if there are many

fields of study, students may put together teams consisting of team members from different fields to form various business plans that have never been created before in Thailand. Or we could invite entrepreneurs to participate in coordination with faculty members. Local entrepreneurs lack education and don't know much about business strategies and meeting customers' demands. Students need get to learn about the One Tambon One Product campaign – OTOP – from the local entrepreneurs and then give a presentation about the OTOP at the university with commentators next to the stage. There should be an opportunity for students to express opinions. Thai students don't have confidence in expressing their opinion because of the Thai education system. The game 'one degree to change ideas' is about lecturers being entertainers and good at teaching at the same time, so that students will like it and change their behaviour and become creative.

Universities need to link with local entrepreneurs to improve products and services or create new ones because some local entrepreneurs lack education and cannot catch up with the world and the changing trend even though they have the ability to establish their own businesses. I think it is a good idea to link students, who have knowledge but lack experience, with local entrepreneurs who have resources and ideas so that they can work together to develop new Thai products.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

Yes, I do. It's important because the business world is now moving towards a "black sheep" trend and is favouring creativity. Black sheep in a business context for Thai people means those who do things differently, who look for alternatives.

It's important to have this subject in universities because other subjects can be learned along with this subject. It's like a jigsaw. This subject gives a better picture about what an entrepreneur is, and allows students to gain experience in entrepreneurship and to have a better understanding of entrepreneurship with no confusion. It's better than not having this subject in universities. Students don't have to be from business families. All they need is to be determined and willing to become entrepreneurs. This subject will encourage students to want to be entrepreneurs or to create new businesses because it will give them confidence. The subject will also teach students to have their own ideas, which is an important factor in encouraging students to become creative and innovative without being influenced by others or doing things they don't want to. If this is to happen, we should start from the first year so we can set goals.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

Students in this class will think outside the box, meaning Thailand will benefit from entrepreneurs who challenge things and are brave enough to sell Thai culture. Students will get to see the same things as their friends see while studying the subject but they'll have different ideas. A new generation of entrepreneurs will focus on creativity and innovation, giving Thailand a competitive edge vis-à-vis other countries. Thai entrepreneurs will recognise the importance of copyright, which will make the country full of inventors. As a result, entrepreneurs will generate revenue for themselves and for the country. I think students in this course should link with universities in order to apply their ability, knowledge, and skills to help Thai industries increase the number of new products and use suitable new technologies. Furthermore, Thai entrepreneurs should realise importance of contributing to society to assist those who are in a worse position than themselves, resulting in a lower unemployment rate in Thai society and the ability to make new products out of available resources to add value and generate more income. I know many businesses in Thailand don't realize the importance of environmental sustainability for our future children. They just like to think about their own benefit first. I think students in this course are more likely to think not only about their own benefit but also about how not to destroy the environment.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

What we need to improve and change before we have this subject is to test it first and to promote it through public relations, or to discuss it with parents and students so that they're aware of it and have some picture of what it's like and understand the goals and objectives of the subject. Then students will want to study this field and parents will support them. Parents are important in Thai society, as they influence students' decisions about which subjects they'll study. So parents may help with the adjustment of vision and attitude towards work, steering their children away from a preference for working for government authorities or companies and encouraging them to be innovative. If you don't try, you don't learn. We learn by reading, listening to the radio or to follow examples. Without these media, how can we learn? So you have to learn from others and then try doing it yourself. You learn after several trials, which doesn't mean you've failed.

Because Thai students are used to lecturer-centred learning, students would need to know about [student-centred learning] and change their learning style to a more independent one for this course, and universities would need to ensure that students have a clear understanding of these methodologies. Students have to understand and adjust their learning method to be self-reliant because that's the main prerequisite for becoming entrepreneurs who rely on themselves first before being dependent on others.

From my experience, innovation and creativity are not the focus of university teaching, and it's difficult to stimulate students to have this skill. And lecturers are not ready to change, either. The old teaching style persists, perhaps because there's no time to change or to prepare information about innovation. So students who want to become entrepreneurs or to gain knowledge need a lot of training and experience while studying in universities because it's hard for them to gain experience from outside because they have to attend class every day. Teaching this subject is an opportunity to prepare students in terms of knowledge, skills and thinking processes before they become entrepreneurs. The teaching style should be a 'rotation style', where you have to keep learning and answer questions to review what you've learnt. I think it might enable students to create new products to sell to industries and become inventors whether they are at university or after finishing their course. As a result, both students and universities would receive financial benefits.

Lecturer 7

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to lecturers].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

If there are no case studies, particularly in teaching business, what will students learn, how can they think and be inspired?

If the university would like students to improve their ability, the Case Study Method is a useful tool that encourages students to study in a way that not only lets them pass exams but will also benefit them in the long term through life-long learning. If the university doesn't reform the Thai education system from lecture-based pedagogy to student-centred learning, it might be hard for students to increase their quality and skills. On the other hand, students might take a long time to read and understand the cases because they might not be used to this kind of learning style.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think this is a useful method because students might improve their ability to solve problems and they won't be scared about the problems they will meet in the future. This might teach them to see more opportunities in complex and difficult situations, and if they don't learn in this way, it might be hard for them to improve these kinds of abilities and skills. I think students will put more emphasis on researching before they make a decision. This is very important because if students are to become entrepreneurs they need to have proof before they decide to do something in their business.

On the other hand, it might be difficult for students because students are used to taking notes and listening in class, but for this course they need to learn by themselves. Thai students might not like to change their learning style from lecture-centred learning to student-centred learning.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think this game is very good – at the least, students might learn more about doing business and business systems. I think if students have more opportunities to learn by doing, they will learn from what they have done – whether they've made mistakes or been successful. So I think these games, because they're computer games, can be enjoyable for students, which might motivate them to start their own business because they might want to use their experience that they've gained from study at university and apply it in real situations.

On the other hand, students get addicted to these games, and if this game is in English, it will be difficult for students to learn.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

[It is good if] the entrepreneurs are expert and able to inspire or change students' beliefs. Try using teenage entrepreneurs who have succeeded and have the capacity to teach, as they can influence students. I think it might be a bit hard to find entrepreneurs who are able to teach students because they're usually running their businesses. And as usual, Thai students might be quiet and not want to discuss, share ideas, and ask questions even if they don't understand.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

I don't really know about this course but I think universities need to keep in touch with many entrepreneurs and link with companies in order to refer to them when students ask more questions.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

Take them on a site visit. A picture is worth a thousand words.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

If there were no entrepreneurs, there would be no production, which is important to drive the economy. It's essential, not just in the future but now, and it's always been that way. Universities these days need to teach students to be entrepreneurs, not to be employees, and teach them how they can create their own jobs. Sino-Thai people are less likely to work as employees for someone or even to be civil servants. So we need to teach them that after graduation, they will have to be able to help themselves. They can be employees to gain experience, but not forever.

However, it's hard to tell who will become what. The important thing is how the family teaches them and what their parents do – their family background. So we need to teach children to learn to have their own business. The teaching style in universities consists of too many lectures, approximately 90%. Teachers are changing their teaching methods, but it's not easy and the teachers get tired of it as well. Organizations are not ready to change to the new style because the teaching approach is not ready and children are not ready for this change. Students

will fall asleep because they are used to the old ways. We need to change our teaching method to include activities to support education. Today we have co-operative education, but to me, it doesn't seem so effective because each party doesn't know their role. The problem with Hat Yai University is that there's no mutual understanding between the university and companies, and as a result, each student ends up with a duty that's different from what they've learned. This type of education allows students to get hands-on experience after they've done classwork and to get evaluated for it. Entrepreneurs need to think about how they can incorporate entrepreneurship concepts [into the work] to become entrepreneurs.

There are many changes today, and the tertiary education system has not improved while the business sector is expanding every day. Students get to learn only foundational knowledge, but they need to gain experience and cannot use what they learn. All of this needs to change.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

Yes, I'm sure that Thai universities need to teach this course in order to develop the Thai economy because Thai entrepreneurs now need to adapt themselves to be more innovative to suit the changing world. If we have entrepreneurs, we will increase employment. This might assist in alleviating poverty in Thailand. I am sure that students in this course, if one day they become entrepreneurs, will not forget their social responsibility.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

What needs to change, but is difficult to change, is the lecturers – how you can teach them to teach, to gain expertise in their fields, to have a good attitude, to be ethical. This is because teaching is a science. Having knowledge is not enough – you need to have skills to be able to pass on your knowledge to students. And I don't believe that grades are the only factor that makes you succeed. So you need to be responsible, to know what to do and what not to do because we all have to go through many things before we succeed.

Lecturer 8

What do you think about entrepreneurship?

Our products have no value. We don't have many innovations. What's obvious is that only a few students set up a business after graduation. At the moment, it's better for them to be entrepreneurs than those who haven't been able to study. Some Thai universities do engage in innovation, but some don't. Some universities are active in this area, whereas some universities' teaching focus is on knowing what to do in a job interview. So this subject is important and should be included in tertiary education as soon as possible.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to lecturers].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

The fact is that this course doesn't get full support – it's just taught as an elective. Universities should encourage students to think during class, which is good, as it can help them to become entrepreneurs. Going forward, this course should be compulsory even though it may be difficult. Doing this would be a good start, since students will improve their ability to think, create, and imagine. As a result, students will be innovative and act differently from others. Most courses focus on activities like simulation games, in which students need to find solutions. However, I have not seen a course based on cases. I agree that it will be something that gets students to practice thinking. Regarding interactions during class, our students are not good at them, but after the course, they will be able to use the cases in real situations in the future. They will also have their own ideas and will be able to turn crises into opportunities.

On the other hand, students may require a lot of time for analysis because they are not used to this teaching style and most of them learn by memorising for exams rather than learning to gain experience for future use. The case studies taught may not suit real situations or may be too different from students' lives, so students will not get a clear picture. The main problem with Thai students is that they like to follow and listen to other people instead of asking questions. So this teaching method may be difficult for them at first, and there will have to be some adjustments in the teaching method. Also, students may not want to participate because they don't normally come up with their own ideas and are not good at analysing.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Problem-based learning is good, but it means that lecturers will have more responsibilities. At the moment, our teaching style aims for good grades. So we need lecturers who are equipped with knowledge of the world, who are professional and expert. I think that some cases may or may not be relevant but it's good if we can use real cases because students can picture them in their minds.

My other comments are that I'm thinking about how to encourage students to be entrepreneurs, and I think we need to support the idea of getting students to study entrepreneurship. We shouldn't let students just study what they want because they won't see the full picture or understand the future like adults. We should make this a compulsory subject. We need to make students do it because it's an important subject, although I don't think they will necessarily have to be entrepreneurs in the future. In terms of relevance, I think it depends on the teaching objectives, since students are ready and capable. Students might think that setting up a business in the initial

phase is risky, but training will prepare them better. If we don't take action, we can't get a picture of what it's like and don't gain any skills. Lecturers need to change and might be hard to find – they need to have a good understanding [of the subject] and be experts, to be modern and be up-to-date with current affairs.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

This is important not only for students but also for entrepreneurs. I've experienced problems that entrepreneurs had because they didn't have a proper management system. Games are difficult and time-consuming, and if they're played in English, they're hard to understand. Simulation games take a lot of time and students need to be patient. They also need to be developed in a way that suits our students, and if we're to make it work successfully, we need to provide things like online games as an option for students. I think it's a good idea for students to learn with games from other countries because they can learn more about English. The games might be adjusted to suit our culture – for example, having action and learning games so that students can see and remember as well as learn and gain more business experience. Business games are enjoyable for students and motivate them to become imaginative, although it might be a little difficult because Thai students are not good at English and we need lecturers who have enough expertise to help them.

To include this subject in a curriculum is not difficult – the question is, who will teach this subject? Students don't have a good picture of what entrepreneurship is at the moment. This subject must motivate students by giving grades. The dean wants students to be able to learn by themselves – for example, we could let students sell items, because 25% of our students like to do business, although it's not yet systematic. In a nutshell, what we need to do is to make students want to become businesspeople, which our management should make part of our policy. Our country should encourage students to learn independently and be adventurous. We should train students through learning by doing business. This is something we need in Thai society.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

Regarding invitations to outsiders, we need to invite successful entrepreneurs so that students can get a picture [of what entrepreneurship is like]. It could be a 'Business Idol' project where we have them as speakers during class. The talk would cover business in depth, starting from the setting-up stage. Or we could ask them to volunteer to talk in exchange for a plaque. After a few sessions, we could start inviting famous Thai entrepreneurs. With this method, students will gain insight into business people's experience and learn about current business trends. The important thing is that it gives students inspiration, particularly if we invite young entrepreneurs to teach students – students' hunger to learn will double. However, it might be difficult to find someone who can speak well and influence students towards becoming entrepreneurs. As I mentioned earlier, Thai students are shy and they won't ask questions after the talks.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

I think students need to join with other faculty students such as engineers and create something new based on their own innovative ideas and then report their results to the university.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I think we need to encourage students to learn from doing business at university by themselves because we've already had businesses at university but we need to think about what kind of business would be suitable for students to start. That is, we need to make our university a good place for students to study and learn to do business. Universities should prepare a place for students and make it available for rent so that students can set up any businesses they want at university to provide new opportunities for both students and the university to make money, raise awareness of entrepreneurship and provide experience.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

This is essential because it's directly related to the role of Thai universities. Whether we are public or private universities, we get money from the government, so I think universities these days need to teach students to be entrepreneurs rather than just employees and teach them how they can create their own jobs, which might boost the economy. I myself would like to have it as one of the majors because at present, we're not up-to-date with the changing world, and we need this to move our country forward. We need to make this course a reality. The reason we're not growing is because people at the top are blind. For universities to be able to do something in future, we need cooperation among several fields so that we can create new ideas – for example, science combining with business.

Connecting students with entrepreneurs is easier than connecting them with other students with other majors. Current performance assessments work by counting how many students become employees. I think the Business Administration Faculty should take responsibility for teaching this course, and it can be an elective for other faculties, but we have to have this course and add it to other faculties too. Students need to know about it. We can't force them to learn but we should make them want to become entrepreneurs, encourage them to know something. They might not start a business now, but maybe later.

Regarding support for the course, we already have a UBI [University Business Incubator] Centre which we can connect to. Right now, our country is small and growing slowly. Our management system is more of a government system, where employees keep their jobs even if they don't improve their performance. It's a pity that we don't train our children for entrepreneurship. In summary, Thai universities don't have a business vision.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching

entrepreneurship?

Yes, I think Thai universities themselves need to realise the importance of enhancing the Thai economy because they receive support from the government. So I think teaching entrepreneurship might encourage students to become entrepreneurs. I think entrepreneurs generally make the world a better place, as they think of new, innovative and better ways to make our lives easier. Without entrepreneurs the development and conception of new goods and services would be non-existent, and businesses would fail to develop new products and services to entice the public to purchase them. Without entrepreneurs, the world would still be living in the dark ages. I think the more entrepreneurs develop and improve, the more they enhance the Thai economy by increasing employment. Entrepreneurs need to develop themselves to make their products and services innovative and creative because the world is changing and they have many competitors, so Thai entrepreneurs need to use new technology and remain up-to-date to keep up with changes, and they need to realize the importance of intellectual property to protect their ideas. Another thing is that we might reduce the number of students who want to move to the city by enabling them to apply their knowledge, skills, and the ability to start their own business in their home town.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

What we need to change if we are to have this subject is that we have to lay the foundation for students so that they have skills, can think creatively, are innovative and ready to have experience. Ways that we could help students include having places for students to learn and providing continuing education. Students should be connected to UBIs to provide help with things like filling in forms or give them suggestions about doing business. We also need to have a learning atmosphere that's business-like to prepare students to become entrepreneurs. So I think students in this course need to understand what entrepreneurship is about and accept the new pedagogy that they have to learn with in this course because it will focus on practicality and independent learning, which Thai students might not be used to.

In order to make this course more successful, the university needs to start it in the first year and make it full time, because generating new ideas or new ways of thinking is not easy and it's hard to learn this in a short time – students need time to collect their thoughts and ideas and have a few breaks when they are thinking. Students would need to study for full four years. For example, in the first year, the university might emphasise raising awareness of entrepreneurship, and in the next year focus on introducing more practical entrepreneurial experience. I think other students need to have opportunities to study this course, because it's not just business students who want to become entrepreneurs – I think other students want to become entrepreneurs too.

Lecturer 9

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to lecturers].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Of course, using this method is important for students to learn in this course in order to improve and develop students' entrepreneurial experience. I don't think it is going to work if we still use old method or old learning style. I've experienced teaching case studies, and they were a good method for students to use because I felt that when I used case studies, students had more opportunities to talk, share ideas, and discussion with me even if they weren't confident about their ideas and analysis but I think it encourages students to have more communication skills. Doing this showed me that I need to use this method for students often and that they can adapt themselves to enjoy classes that aren't focused on learning through taking notes and listening. When I used this method, sometimes students started thinking by themselves without being told what they should do and they tried to keep thinking how to solve problems and make decisions, and sometimes my students told me that they were able to use what they learnt from case studies in real situations. Students say that learning through this method is very useful for them.

On the other hand, students might take more time to read and try to understand what should they think and analyse because Thai students tend to memorise and take notes more than think critically and analyse the case study. Some problems with case studies are that sometimes they're not relevant to Thailand and sometimes students don't get used to them. This can make it hard for students to think because they don't have the basic knowledge and skills.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think using this method to teach entrepreneurship is a good way for students to improve their entrepreneurial experience because I think the more students learn from problems, the more they improve their ability to solve them and learn from their experience. Doing this might help them to be smart people who know how to cope with risks and they might see more opportunities from the problems that they're learning that other students might not see. On the other hand, it might be difficult for students to solve problems because they might not meet problems from real situations and students are used to teacher-centred learning.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think this method is a very good, useful and new method for students to learn. The Simulation Game that we are using is a real business game that encourages learning by doing. Students have lots of opportunities to learn how

to run businesses just like doing real business. It can help students to learn more about cash flow, planning, management, organisational strategies, decision-making, independent thinking, and responding creatively in order to be a successful or avoid failure. So I think this game really encourages students to be entrepreneurs. Students might be able to choose games that are closer to their real life or games about fields in which they might expect to start business as their career. There are games that can inspire students to learn more about cash flow, planning, management, organisation, decision-making, independent thinking, and creating new ways to be successful or avoid failure. So I think this game really encourages students to be entrepreneurs because they will improve their entrepreneurship experience and have more confidence in their skills, knowledge, and abilities than they would if they only pay attention learning theoretical.

This game made it enjoyable for students to learn and made them more willing to become entrepreneurs because they might have more confidence in their knowledge, skills, and abilities to create new businesses. But I saw that it was difficult for them to understand clearly what they needed to do because these games are in English and students are a bit confused about how to do them.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

This method is suitable in this course for students to improve their entrepreneurial experience. I think students might learn things from entrepreneurs who already have real-world experience that they might never know if they don't meet entrepreneurs. And students might be more interested in sharing ideas and discussing them with entrepreneurs than with lecturers because they might think they are freer to ask questions and get good suggestions and not feel nervous. When students meet someone that they would like to be, it can give them more power to be like what they see. It's very important for this course that it be able to develop students' attitudes and willingness to become entrepreneurs. On the other hand, I think students might still focus on listening and keep quiet.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

I think if this course focuses on assisting students to network, to create social capital, and to innovate, they will be useful skills for students to use in their future career. I think the universities need to have activities involving negotiation between faculties in order to get students from different faculties to know each other – they might talk, share, discuss their thoughts and new ideas, so they might learn new things from each other and develop their own ideas. The university or lecturers in this course should not only encourage networking inside the university – I think they need to get to know people who are businesspeople or have successful businesses because in this course there's a need to talk or teach students about them to inspire students' imaginations using examples from this network. The university needs to take students to see real-world innovation if the university wants students to become innovative and creative entrepreneurs.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I'm sorry, but I really don't have any ideas.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

Yes, it is the role of Thai university to teach entrepreneurship. I believe that nothing happens until something happens. So Thai universities need to start seriously encouraging students to think about becoming entrepreneurs before they think about becoming employees. I think if Thai universities don't start doing this, how will students do it? It might be hard for them. I think students need to understand more about entrepreneurship and if they have more opportunities to learn, they will improve their ability, skills, and knowledge and think independently. If students don't become entrepreneurs after graduating, at least they'll know more about entrepreneurship and be able to apply it to their real life.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

I don't know.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

I don't feel confident enough about my ideas to make any suggestions here. I'm worried I won't be able to come up with good ideas.

Lecturer 10

What does the word “pubragopgarn” [entrepreneur] mean for you?

To me, being a *pubragopgarn* means having your own business. It's different from an *achip-issara* [freelancer], although there are some similarities. A *pubragopgarn* has their business officially registered to show that they're a businessperson.

[The researcher then explained the meaning of *pubragopgarn* for the purpose of the interview questions – a person who engages in innovation in business.]

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to lecturers].

(ii) What do you think of the Case Study method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Using case studies in the course is a very good idea because when we ask students if they want to do business, around 50% say they want to have their own business. The Case Study Method should be relevant to students. It would give them better understanding and train them in the process of thinking and analysis. Students would become confident in expressing their opinions and discussing things with lecturers and classmates, which is a form of knowledge exchange. Students would be able to use knowledge gained from analysis of case studies in real life and future situations. They would have their own ideas and be able to turn crises into opportunities. This may take a longer time than usual, since Thai students are used to lectures rather than independent learning and they focus on memorising things for exams instead of learning for future use. But the case studies used may be obsolete and not up-to-date and may be difficult to analyse, so students need to interpret them to understand them properly.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Problem-based learning is a development of existing teaching methods. It gives training in thinking and is practical in real life. It will get students to challenge themselves. Problem-based learning will motivate students to make more of an effort to think, and as a result, they will see the opportunities in any problems that come up and improve themselves in order to minimise mistakes. It's something new created out of old lessons, and it allows students to research to find information to support problem-solving solutions without copying from others. This ability is an important skill for becoming an entrepreneur. Problem-Based Learning will make students more confident in their ideas. However, it may be difficult to teach because students need to adjust to the 'thinking outside the box' learning style, and this problem may prevent students from learning or being responsible for assignments.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I like the idea of simulation games because they can help students to learn about investments and practice negotiations. I think students will respond well to this method. Students might learn about how to manage important resources in business in order to save money and use the right resources and about how to organise their businesses. They'll become more courageous in their decision-making to benefit their organisations. Students will get to practice thinking and analysing before they speak or take action in order to minimise negative impacts on business while maximising benefits. I think students will enjoy it and it will also improve the learning atmosphere. It's better than just sitting in class, which bores students because students do the same activities all the time and don't get to use their imaginations. If they face the same things every day, it's hard for them to change their thinking processes and their attitudes. I've heard that this method was taught in English. I think this is difficult for some students who aren't good at English, and students may become less interested. So lecturers need to understand these games and methods in order to help students.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

Teaching via local community involvement is also a good method. If students would like to be entrepreneurs, well, let them meet and make contact with real entrepreneurs, and then students will feel that becoming entrepreneurs is not out of their reach, and if they're persistent or make an effort, they can do anything. Students will get to know more people and listen to real life experiences that entrepreneurs have faced, which will serve as lessons and inspiration for them to become entrepreneurs. They'll get to think about what they can make use of. Meetings and discussion with entrepreneurs may also help students to develop positive thinking and to have a positive attitude towards being entrepreneurs. The disadvantages are that if a discussion is taking place in a big group, students and lecturers won't want to ask questions because they're not confident enough to ask them and may be afraid that the questions they ask are not relevant. Discussions in a small group may increase students' confidence and make the atmosphere friendly rather than formal, so students will be more comfortable with listening, thinking and asking questions.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

I think Hat Yai University needs to have pedagogy that focuses on innovation and creativity because this kind of pedagogy might be able to improve students' skills and ability and prepare students to become new entrepreneurs with innovative and creative ideas. I think some tools for creating networks of innovation are: making connections between universities and the business sector in Thailand or entrepreneurs; and connecting entrepreneurship courses with entrepreneurs and students of other fields to allow them to do activities together and share theories and practice. An important thing is to visit innovation exhibitions so that students can imagine and get a picture of new products that they can use to change and produce their own products. The university and lecturers need to get to know successful business owners or entrepreneurs both in Thailand and around the world. This might help lecturers because they can talk about the business or experience of their contacts.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

What we need to teach in addition to this course is to get students to do activities frequently, take them to see entrepreneurs at companies such as OTOP operators or SMEs of their choice so that students get to learn by themselves and can discuss ideas with entrepreneurs. Then they would report on the results of the activities. This

is a good way for students to learn by doing, but some companies are already well organised, so they might only want students to help them by using basic skills and not allow students to do more or make suggestions for improvement or give advice.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

Universities in Thailand should offer entrepreneurship courses because they can encourage students to be determined and to become entrepreneurs. This course should be offered on its own and not as a part of another course. The course will allow students to learn more about entrepreneurship and spark new ideas. This course will lead to the development of new and different businesses created by a new generation who do not necessarily have a family business background. Those who have inherited family businesses would be able to keep growing the business creatively and make use of new technology. Students will learn more about themselves and about their life goals, such as how they can use what they learn to create their own ideas for their future.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

[If Thai universities teach entrepreneurship], entrepreneurs will become creative and innovative. Products won't be the same old ones. We will see growing businesses, less unemployment and people will realise the importance of contributing to society. It will bring in new business people who do not need to worry that their ideas will be taken away from them. Students in this course might worry and care more about their ideas and think about intellectual property in order to make more money and protect their ideas. This could boost economic growth by attracting investment from overseas people. Teaching this course might help the Thai economy prosper, and it's also important because universities get some help from the Thai government, so it's a good idea for them to encourage students to become entrepreneurs rather than employees. I think Thai entrepreneurs will realise the importance of intellectual property for increasing creativity or innovative ideas, making more money and enhancing the Thai economy. [As a result of entrepreneurship education] we might see growing businesses, less unemployment and more people realising the importance of contributing to society.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

What we need to change if we are to offer an entrepreneurship course is that we have to have clear objectives that are not the same as other courses and that we can't use lecturers who have no expertise in the subject to teach because then we won't get the results we want. Lecturers will have to have the right personality for teaching so that students keep entrepreneurship in their minds. Parents are also important. Some parents don't understand what students are studying this course for and may disagree with it. Students will need to understand and adjust themselves and their ideas to the course because it will be taught differently, whereas students may be used to learning in a non-active or non-participatory style. Also, since universities don't focus on innovation or creativity, most lecturers use the standard teaching style and are not active in adapting themselves to new teaching styles.

I think lecturers play a part in creating new ideas, so they need to develop themselves, not be too attached to old-fashioned ideas, and think outside the box. Lecturers are important in developing students. Before students become entrepreneurs, they need experience and knowledge that they can put to use in the future. So we need an appropriate teaching system. Another thing is that students need to develop creativity and innovation in problem-solving in uncertain situations, to have their own ideas. This skill is necessary and relevant to the entrepreneurship course. I think if this course is to be offered, it should be taught from the first year so that students can get used to the new teaching style, which is better than changing them in the third or fourth years. If it is offered as a short-term course, it may not be effective. This course may increase opportunities in terms of income generation for universities and students, and if it can be connected to businesses it could sell ideas or create new products developed by students during their study or after graduation.

Lecturer 11

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to lecturers].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

We should teach case studies by letting students review cases and analyse. However, the effectiveness of teaching case studies depends on lecturers, on how lecturers teach students. If we tell students nothing, they'll be confused and won't want to cooperate. If we teach them little by little that case studies allow them to go through thinking and analysing process so that they see if they have basis for analysing process. I think that using case studies to teach entrepreneurship will help with the analysing process so that students won't just learn by memorising. It's something that can be used in daily life and future situations.

I think there's a mix of attentive and inattentive students and they may or may not ask questions according to their maturity. Ten to fifteen percent of students pay attention and are enthusiastic and they respond when we ask them to do something, to research or do assignments. I think this method may help students who are not so enthusiastic or responsible to improve themselves. This method may also encourage students to analyse and express opinions, to have self-confidence. This means if we teach case studies by having students memorize, they will memorize and if we teach them to analyse, they will analyse – all of which depends on the case studies and the teaching method, whether they enable students to improve their thinking process.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any

advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Problem-based learning is a good method, as it teaches about real problems which we can use for practice in finding solutions and it brings challenges as well as trains our students in researching in order to find information to support their study. As a result, they'll be able to make decisions on which information should be used to address the problems they encounter. Time is one limitation. And students may not be responsible or active because they don't like self-learning or may not understand what they are doing and initiative necessary to cope with self-directed research.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Simulation games are good, but we need to train our lecturers before we use them. We can give marks [for participation] in order to create motivation to learn the games. However, the problem is that the information or descriptions are in English, and students may be concerned that the information or description doesn't have the same meaning as they think it does. So lecturers will have an important role in helping students to have a better understanding. I still think that students will enjoy learning through this method. This game might be able to test students' understanding of their courses.

When should we teach entrepreneurship? I think we should teach it from the first year because this will allow students to be able to think about it from the beginning and they will adjust to what they learn along the way. In the later years, they can learn in the form of practice in combination with theory.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

It is good to invite entrepreneurs because it gives students inspiration and students can learn about the real experience of those entrepreneurs who have been through business and become successful. Students will also learn about how the business world works. This method brings discussion between entrepreneurs and students, questions and answers, and the exchange of opinions. Students may come up with new ideas based on existing knowledge.

However, the problem is how to find entrepreneurs who can pass on their experience to students well. This is difficult. Entrepreneurs are good at doing business but they may not be good at speaking or teaching or passing on their knowledge to others, and most of them are busy with business and their schedule may not match the time proposed by universities. Another unavoidable issue is that Thai students tend to lack self-confidence and won't ask questions because they're afraid their questions aren't useful or they're afraid of negative comments. These are reasons that students cannot develop ideas – because they're afraid to think and to take action.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

For networking, we might support students by coordinating activities with other organisations or letting students work outside to form friendships. Networking is important for business as it helps businesses grow and succeed.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

An additional suggestion: apart from the methods you've mentioned, we need to train students in problem-solving by letting them try some cases so that students know how to solve problems by themselves. This may be in the form of starting a business at university where students can learn from their mistakes and succeed in their operation.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

It's necessary for universities to offer entrepreneurship courses so that students can gain experience, get a picture [of what entrepreneurship is like] and get to think about what components being an entrepreneur consists of. I don't think this course can be a short-term course or a course offered as part of other courses because in order to train students to become entrepreneurs, we need time to train them to be able to have their own ideas and to be brave in decision makings and to follow their hearts.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

This course will make new entrepreneurs for Thailand who are creative and innovative. As a result, it will increase export business and bring in more investments from other countries. Thai entrepreneurs will see importance of registration of copy rights of their products which will yield income for them and for the country. It helps society to develop and improve quality of society to an extent.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

We should focus on increasing thinking skill and to encourage students to come up with their own ideas and not copy from others. Universities will need to explain to students so that students are not confused regarding objectives of the course. The course should be taught in the freshman year like other courses. Thai university need to explain them more about new pedagogy that will use in this course because students might not used to study with this pedagogy. I wis this course could teach other students who are non-business students in order to prepare them more entrepreneurial experience when they at university.

Lecturer 12

How would you describe your teaching?

My teaching style often involves using information from the textbooks, following the textbooks. I have sometimes taught students by focusing on analysis, discussion and presentations in order to encourage students thinking outside the box. Students were both liked and disliked it, but I found that most students liked it when I taught this way.

What does the word “pubragopgarn” [entrepreneur] mean for you?

I think a “pubragopgarn” is a person who has a business and needs to look after their business in order to make a lot of money, and they have a large staff to help them.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to lecturers].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think teaching by using this pedagogy might be useful for students. I've experienced teaching students using this pedagogy. It can make students more interested to study than usual. I think our lecturers are more focused on rote learning, which is why students are used to it. If we taught students in a student-centred way, students would be able to improve their ability to think, analyse, discuss, share ideas and would be more confident in their skills. So the Case Study Method might be able to change students' learning styles to include critical thinking and thinking outside the box.

When I was using this pedagogy, students weren't just listening and taking notes – they were also sharing ideas and asking me questions. It can assist students to have a creative problem-solving approach and to make decisions using their ability, knowledge, and skills before I tell them what should they do. Students liked to give presentations in front of me and other students and they prepared themselves and the information well. I think our students have a lot of ability, knowledge and skills, but it depends on their opportunities to apply them. If students have more experience of learning through the Case Study Method, they will apply their ability in real situations and might be able to see new opportunities in the situations around them. On the other hand, I think using the Case Study Method might be difficult for them in the beginning because they will expect lecturers to tell them what should they do rather than learning by themselves. Student might not have a clear understanding of the Case Study Method, and students might not have enough time to think about it.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think Problem-Based learning might help student to improve their ability to solve problems and analytical ability. It's a good opportunity for students to learn this pedagogy at the moment because the world is changing all the time and a lot of problems are emerging. It can challenge students and encourage them to take risks in difficult situations and take advantage of them. I think it might give students more opportunities to learn by themselves and use their own ideas. On the other hand, I think some students might not like it because it makes them learn and think by themselves. Students might not understand and be confused about what they should do, and they might not have the critical thinking and analytical ability they need to solve the problems and not be able to think outside the box.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think Simulation Games might make students enjoy themselves more and learn from this new teaching style. Students might become more interested in studying and they might become brave enough to think and learn by themselves, which is something they need for real life, and it might help students learn how to run businesses in different situations. This game involves learning by doing, so when students learn things by themselves, it will help them understand more about what they're doing and what they should do. Students will be able to learn from their own experience of both success and failure and apply their experience to real situations and know how to solve problems. I've been teaching for a while, and sometimes when students learn the same way every day, it can make students bored and uninterested in studying. I think this games might be able to motivate students to become entrepreneurs because they can learn using their existing ability and skills. On the other hand, some students who don't have enough computer skills might find it difficult to learn using this game because if they often have problems, they'll be scared and too shy to ask their teachers every time.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

I like this pedagogy because if you want to encourage students to become entrepreneurs, they'll need to meet and learn from people who have had real-world business experience who can tell students about what they've faced and how to solve problems. It's a good idea because entrepreneurs have real-world experience and can tell students about doing business and give them up-to-date news. I think meeting people who are entrepreneurs or businesspeople might inspire students to become entrepreneurs more than lecturers who might not have much business experience.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

I am not really sure but I think linking students and entrepreneurs might be useful – like allowing students to work with entrepreneurs who want some help for their business both in Thailand and overseas because students can learn different cultures from them, and students might be inspired to become entrepreneurs after they have more opportunities to spend time with entrepreneurs or business people. It might keep students thinking about doing business, and they might have new ideas and new ways to do business for themselves. In order to improve in innovation and creativity, the university might give students a chance to visit innovation exhibitions or innovative businesses because it might encourage them to have a new way of thinking when they see real businesses.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I think students need to do more learning by doing, like opening businesses at university and allowing students to organise them by themselves because it might give students practice in running a business, whether they meet failure or success. I think the more students know about running businesses, the more it will inspire them to become entrepreneurs. I believe that when students have more confidence in their ability to start a business, they might become less scared about taking risks. I think that since many students are from country areas, it might be a good idea for students to work with local entrepreneurs and help them to improve and develop their business to suit customer demand.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

I am sure that this is the university's role because the universities need to encourage students to focus on becoming innovative and creative entrepreneurs because the world is changing. Students need to have an entrepreneurial outlook, so they need to be able to engage in critical thinking and thinking outside the box in order to engage with new ideas innovatively and creatively.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

I think the university should emphasise the development of the Thai economy by encouraging students to become entrepreneurs. I think if we have new businesses, it might help unemployment. Students who study this course will be able to apply their ability and knowledge in real situations. I think we might have new entrepreneurs who engage in innovation and creativity. The university should repay the government because it gives money to the university. I think students in this course might increase the amount of intellectual property because they will care about their ideas.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

I think that if this course were to be taught at the university, a lot of things would need to change because it's a new course for the university. I think the university would need to explain entrepreneurship to students and their parents. Thai students depend on their families, so it is important for universities to explain the purpose of the entrepreneurship course to get the families' support to encourage students to study this course. Lecturers should have more time to meet students' families to answer any questions they might have and clarify things for them. This course has a new teaching style that encourages students to learn by themselves, so students who want to study this course will need to know about the new pedagogy and how it will be relevant to teaching entrepreneurship before they make a decision to study it. I think this course needs to be a full course of study rather than a short course and give opportunities to any students who are interested in studying it whether or not they have a family business background.

Participant Group 3:

Student 1

What does the word “pubragopgarn” [entrepreneur] mean for you?

No, I don't know much about this word but I would like to be an entrepreneur or business owner, I don't want to be an employee. For me, the meaning of entrepreneur is someone who organizes everything by themselves. I think I'd like to study an entrepreneurship course. It would be an excellent course.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to student participants].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

The kind of teaching I experience in class is often from power point presentations, sometimes combined with case studies from text books. I don't like to study case studies because I don't understand and don't often learn anything from using them and I'm not able to come up with any ideas about cases. On the other hand, if I studied more often using the Case Study Method, I would like it, but I wouldn't be confident about sharing ideas with other people at the beginning. I think it's a good idea to use the Case Study Method. It would improve students' confidence in their own ideas and their ability to apply them to real situations. But the Case Study Method might be difficult for some students because they might not like analysis and critical thinking and they're used to lecturer-based learning.

(iii) What do you think of the Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think using Problem-Based Learning would be OK for teaching entrepreneurship. It might challenge students and offer them new opportunities. For example, when I was studying my diploma, I didn't have many opportunities for sharing ideas. This made me shy and lacking in confidence. I think if I learn how to solve problems by myself and not to be scared about taking a decision, I won't miss out on doing what I want to do like I used to do in the past. So I think it is important for the university to bring new pedagogies like this to teach students. It might also benefit students by enabling them to accept problems and face up to them. Problem-Based Learning might encourage students to find information before they start doing business in order to avoid failures and to be successful.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I've never learnt by means of these games, but I'd like to learn that way. Now that you've explained it to me, I feel interested in learning about them. I think they might give me practice and entrepreneurship experience. It seems that this game might challenge me and make me determined to be a winner in the game and encourage me to be an entrepreneur. And if I start a business that's similar to the game I'd make fewer mistakes. It might make me happy to learn in a new style and in new surroundings. But this sort of game might cause me problems because it's in English and I might have to spend time trying to understand it. I think this game should be available for students in the third and fourth years because they are likely to be more able to think deeply about it than students in the first two years. Another important thing is that lecturers need training and need to be able to give suggestions to students to help them to play the game properly.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

I think I'd like to meet entrepreneurs because they might teach me from their experience of real life about things that I might never expect and give me suggestion that suit my circumstance. If I had an opportunity to meet an entrepreneur speaker, I'd prefer it to be in a small group than a large one. I think if I meet entrepreneurs whose lives are very different from mine, it won't inspire me to be an entrepreneur. But entrepreneurs might have limited time to meet students at universities because they're busy with their work.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

I don't have any idea.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I don't really know what should I answer because myself don't really understand clearly about entrepreneurship.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

Now that you've explained this course to me, I think Thai universities should teach entrepreneurship because it might make students more interested in learning. In comparison, the subjects I study are boring and haven't provided me with a clear goal for after I graduate. So I think maybe this course can provide me with a clear goal for after I finish the course. If there had been an entrepreneurship course [when I started university], it would have been my first choice. I think universities shouldn't just have a subject that's part of another department – instead, they should have a separate department for entrepreneurship. The course might help me understand more about entrepreneurship. I think everyone can be entrepreneur – it doesn't matter if they have a family business background. I might be so confident about being entrepreneur that I don't care about looking for job because it is quite hard for new graduate students who don't have much experience. I think this course might encourage me to think in a different way from other people.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

I agree that Thai universities and Hat Yai University should emphasise the teaching of entrepreneurship because it can enable students to improve their abilities, knowledge, and skills relevant to entrepreneurial experience and increasing their confidence. As a result, it might develop the economy because it might produce new entrepreneurs for Thailand with new ideas and products developed in innovative ways. If I took this course, I might be more able to respond to problems myself rather than just waiting for help from the government. I'm sick of the problems in Thailand. It has so much chaos because of people doing selfish things. So I think if I were a successful entrepreneur and had a lot of money, I would help people and do business ethically and with awareness of the environment and have the right psychology for my lifestyle.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

The university should have seminars at the beginning of the course in order to make things clear to students. I think this course should not be boring like other subjects. It should teach students to improve skills that are important and that can be applied to real life, especially creativity and innovation. Lecturers should be a friendly, smiley, optimistic even when things look bad, and interested in modern ways of teaching entrepreneurship to students. If it were possible to teach this course, it would be good to start from the first year in order to get students used to it. This way, when students have almost finished the course, they'll have the ability, skills and attitude they need to start their own business or understand entrepreneurship.

Student 2

What sort of teaching style do you experience in your classes?

I experience both PowerPoint presentations and lectures. But students pay more attention to listening than to discussion and sharing ideas.

What does the word “pubragopgarn” [entrepreneur] mean for you?

I don't know much about this word.

[The researcher then explained the meaning of *pubragopgarn* for the purpose of the interview questions---as a person who engages in innovation in business]

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to student participants].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I've experienced learning using the Case Study Method in class. I really loved to study this but I didn't really like it because the case study was old-fashioned and not up-to-date. But now the university has a strong policy to encourage using the Case Study Method in class. The Case Study Method can give me opportunities to share ideas with other people and to think critically and analyse. The Case Study Method can assist students to understand deeply and to learn independently, so it's useful for when they want to become entrepreneurs and need to make decisions and solve problems by themselves. Students can approach the problem in different ways even if they come to the same conclusions, so students can profit from their ability to cope with risk in uncertain situations and see the new opportunities. The Case Study Method provided me not only with practice in finding good solutions, but also with experience with analysis and thinking outside the box. It was good practice for me in learning from real situations. On the other hand, when I was studying using the Case Study Method, I really didn't have enough time to finish the case studies and they were not relevant to Thai situations. When I studied the Case Study Method at Hat Yai University, I found that I didn't have enough time to analyse the case critically as well as I would have liked. I think students don't like to share ideas or ask questions because they “kreng jai” [respect] their lecturers and lack self-confidence. Using the Case Study Method might make students nervous and stressed because they don't have many ideas and critical thinking ability. But I think it might improve students' personalities to make them more entrepreneurial.

(iii) What do you think of the Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Now you've explained a bit about Problem-Based Learning to me, I can't remember whether I've learnt using this method. I think using Problem-Based Learning in teaching entrepreneurship can allow students to develop entrepreneurial skills. Problem-Based Learning might give students practice in critical thinking solving problems in uncertain situations. Students might be more enthusiastic about self-study and researching information before they would like to do something, so if they become entrepreneurs, they will research information that's relevant to their business. Students in this course might learn not to copy or do things the same way that other people do. I think it might be difficult for me and other students because we're lazy and not responsible about doing assignments by ourselves. Students might copy ideas from other friends because they don't like to ask the lecturer questions even if they don't understand and are confused about what they should do. So they might solve the problems by copying from the textbook and from friends.

(iv) What do you think of the use of the Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Now you've explained a bit about what Simulation Games are, I'd say that although I've never used this kind of game, it seems like it's about learning from real situations at university. Students have to decide by themselves in order to benefit from the games. But whether students fail or succeed, they would learn from their experience when they start their own business. Students might be more interested in being an entrepreneur and think more carefully about everything related to businesses. They could learn more about business systems. Students would find this kind of study enjoyable because most students already like to play games. On the other hand, if this game is in English version, it will be difficult for students because they usually use Thai, not English. I think this game should be available for students in the fourth year because they are likely to be more able to think deeply about it than students in the first two years.

v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

I've met entrepreneurs since I was in the first year of university. But it didn't make me feel like becoming an entrepreneur. With one entrepreneur, for example, I thought it would be hard to start doing businesses like him because everything has changed now and I think his story is too far away from my real life in that I didn't have many entrepreneurial skills and abilities, I was scared about taking risks and I didn't know much about entrepreneurship. Now I would like to be an entrepreneur because I want to have a lot of money and I would rather make my own decisions than listen to someone tell me what to do. I think students in this course might be more interested in being an entrepreneur and the course pushes them in that direction every day. Meeting entrepreneurs might be a good way for students to gain deeper understanding into the practice of entrepreneurship, not just theory, because they can ask as many questions as they want about real situations. Students might like to share ideas and discuss situations with entrepreneurs. This might make students interested in being an entrepreneur so that they have more perseverance, enthusiasm, and positive thinking. The difficult

thing is that entrepreneurs might not be able to teach students as well as lecturers can because they don't have experience in teaching students. I would prefer to listen in an audience that's not too large because I would like to ask more questions. Students prefer to be quiet rather than ask questions even if they are confused and don't understand.

(vi) How might Thai universities assist students to network, to create social capital and to innovate?

The university should have competitions with other faculties involving innovation and creativity to encourage students to get to know each other and improve their ability to think in innovative and creative ways. It might help students expand their networks and might be useful for their future.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I am not sure.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

I think universities need to offer this course if they have a policy to encourage students to be an entrepreneur. I would have liked to study this course even though I might have preferred other subjects than this one, but I wish I had had entrepreneurial experience at university for my future career as well. I think if this course were to be implemented, it would have its own department in the Business Administration Faculty because it would make the course more prominent than previous ones and be able to teach students over a longer period of time. This course might be able to help students understand more about what entrepreneurship is, how to be an entrepreneur and all the skills related to entrepreneurship and might inspire them to start new businesses. The aim of this course should be clear for students and their families so that students can have a clear understanding of what they're studying and what they should do after finishing the course. Students in this course would be prefer to follow their own ideas rather than copy other people's ideas and are more likely to do business in innovative and creative ways, or they could use their entrepreneurial experience even if they do not become entrepreneurs or if they work with other people. I think if I had studied this course, I would want to be an entrepreneur because I would be confident in my abilities, skills, knowledge and ideas and it's hard for new students to get a job.

6. Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

I think teaching the entrepreneurship course at university might increase the number of Thai entrepreneurs acting in an innovative and creative way because these students would have their own ideas and more entrepreneurial experience than if they had studied other subjects. So they will be more independent with their ideas and students will realize the importance of social responsibility. At the moment, Hat Yai University often helps out local people and other provinces in Thailand who have trouble from disasters like floods and people with disabilities and trains people who lack knowledge in special skills.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

I think universities should explain the aim of this course to students and their parents in order to get support from families. Students might have a new opportunity to start a new business if their decision is accepted by their family. This course should emphasize students' awareness of the nature of entrepreneurship and of the new pedagogies and teaching styles in that are going to be used in order to avoid students dropping out of the course because they can't accept these things. I don't think I'd like to learn with the same pedagogies or old-fashioned styles as other subjects, which are boring and don't improve skills much. I'd like to learn skills that I can apply to real situations such as independent thinking, leadership, and entrepreneurship because the Thai economy has been changing all the time. Hat Yai University doesn't usually teach in innovative ways because lecturers still use the old-fashion teaching style and pedagogies and lecturers don't have the time to change their way of teaching even if Hat Yai University had a stronger policy focus on student-centred learning. So I think that for lecturers to be able to teach this course, the first thing that they need to do is to change themselves before changing us and look modern and have up-to-date knowledge and be creative and innovative. I don't want lecturers who look angry all the time or look old-fashioned. These kinds of things can make me unhappy and uncomfortable to study with lecturers like this. They also need to have expertise and enough knowledge about the entrepreneurship course.

It would be good if students had entrepreneurial experience at university before they become entrepreneurs and if the course gave students a clear understanding about entrepreneurship that emphasises the importance of innovation and creativity. I heard that Hat Yai University is doing not enough to prepare us to be entrepreneurs even if their policy is to encourage students to be entrepreneurs. The university has just a short small business course and teaches students about business in a general way. It's quite hard for students to generate innovative ideas because we study like children.

Student 3

What sort of teaching style do you experience in your class?

I experience Power Point presentations, and the lecturers select students to answer questions while other students listen and take notes. I have learnt with this kind of teaching style since the first year.

What does the word "*pubragopgarn*" [entrepreneur] mean for you?

A phubragopgarn is a person who owns a business.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to student participants].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

I agree that using the Case Study Method for teaching entrepreneurship is important. I've experience studying with the Case Study Method. It improved my critical thinking and analysis, and I really like learning with this method because you're not expected to have the right answer – the main point of using the Case Study Method is to get students to read, understand, and make decisions by themselves. Students will have different ideas because their answers will come from their own thinking rather than copying from friends. Students might apply their knowledge, skills, and abilities to real situations. The Case Study Method can help students open their mouths and talk, to present their thinking to their friends and lecturers. I loved this method – it made me happy. I think students in this course might improve their oral communication, which is important if they would like to become entrepreneurs.

On the other hand, students might not have enough time to read and analyse because they might not have much experience with the Case Study Method and might be more likely to memorise than to think outside the box, think critically, analyse and have confidence in themselves. When I was studying with the Case Study Method, even though I really liked it, I got bored sometimes because I really didn't understand the case study or the case didn't reflect Thai situations. The cases are often taken from books that don't really reflect my experience of business or the business environment in Thailand. I think this course should use cases that reflect real Thai situations and are closer to students' lives and more up-to-date.

I think respecting teachers has been a characteristic of Thai students for a long time. They might feel very bad if they ask their teacher a lot of questions, and Thai students are likely to show respect for their teacher even if they don't really understand what the teacher is saying. Thai students might find it difficult because they don't want to ask questions or share ideas with other people.

(iii) What do you think of the Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I've never learnt using the Problem-Based Learning Method. I know from you a bit about Problem-Based Learning. I think it sounds like a good method. It could improve students' ability to solve problems in uncertain situations and be willing to face obstacles. I think students in this course could improve their ability to cope with challenges and take risks in real-world uncertain situations. Students need to learn how to solve problems many times because every problem has different kinds of difficulties and complexities. The more experience students have, the more they will be able to develop good critical and analytical skills and apply them to real situations. Students in this course might see and take advantage of opportunities in the problems they face that other people can't see. Students might improve their confidence with research skills because they need to prove their answer by researching. When students have to learn by themselves, they might be able to learn more and more and have confidence in their research skills.

On the other hand, it might be difficult for Thai students to learn by themselves because they are used to learning from lecturers. Students might not like this method and lack responsibility towards their study. Thai students prefer to learn by memorising rather than learning by themselves, analysing, thinking critically, reading, trying to understand what they should do and depending on themselves. This method might be difficult for students to adapt to quickly. The university might need to give students time to adapt to the problem-based learning methodology.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think Simulation Games are a useful method for students. I really didn't know about Simulation Games until you told me a bit about it. These games seem to allow students to learn more about doing business, planning, management, and organising, and students can learn to improve their entrepreneurial expertise from their mistakes and successes. If students learn by themselves, they will have more opportunities to generate new ideas for starting and developing businesses. Students might get better at trusting their thinking and doing what they want to do. I think it might make students less likely to copy from friends because they would want to test their understanding of concepts taught in their course. Using this method might be enjoyable for students and motivate them to become entrepreneurs because it gives them experience to prepare them for entrepreneurship and it will make students want to prove to themselves what they can do in real-life business situations.

On the other hand, it might be difficult for students who don't know English well, and they might not like to ask their lecturer questions because they "kreng jai" [respect] their lecturers and lack self-confidence. I think the university might use this method in the final years when students might have better critical thinking skills and understand what they should do.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

I think this method is a good idea for students. It might give students opportunities to learn about how to do business in real world situations from entrepreneurs who already have experience. Entrepreneurs might suggest

to students what kind of business they should do and what is suitable for current market conditions. They might tell students about the problems they've faced and how to find good ways to solve them. Students might follow this advice or come up with different ideas. The university should invite entrepreneurs who have different business sizes so students can see the difference between them. I think entrepreneurs can give students good advice and make them optimistic about becoming entrepreneurs.

On the other hand, entrepreneurs might be busy with their business, and they might not know how to teach students or talk in front of students. I would like to meet with entrepreneurs, but not with a very large audience, because it might make me uncomfortable and shy to share ideas or ask questions about things I don't understand. I think it's a good idea to invite both entrepreneurs who have a similar background and those who have a different background from students, but it might be best to invite entrepreneurs who have a similar background because they might make students more interested in becoming entrepreneurs, and students might develop a more positive way of thinking about becoming entrepreneurs.

(vi) How might Thai universities assist students to network, to create social capital and to innovate?

I think these are important skills for students to learn. I think doing activities with other students and different departments is necessary to improve networking skills at university. Students should not only study in class – they should have opportunities to visit innovative businesses because what they see when they visit might improve how they think. It might help students think creatively, innovatively, and differently from other people. Students can learn more when they encounter environments that are different from their everyday experience.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I think students need to learn by doing business at universities. This would allow students to have the experience of doing business, including facing obstacles, finding the best way to solve problems, making decisions, and being independent. Students might be able to make income from doing this business if they are successful.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

I think teaching entrepreneurship is a key role for Thai universities because entrepreneurs can enhance the Thai economy. I would have liked to learn this course in the past but it is too late for me. But I would like to study this course in future if I can. I think students would like to be entrepreneurs but sometimes need encouragement in the form of experience, knowledge, skills and environment. The current course or subject that I am studying doesn't do enough to encourage students to become entrepreneurs. If the university teaches an entrepreneurship course, it shouldn't involve the course with other departments or subjects. The course should be independent, which will let students learn and see more about entrepreneurship. Teaching entrepreneurship at university might increase students' awareness and knowledge of entrepreneurship, and it could encourage them to start businesses, accept challenges, have a goal for their lives, and give them a better idea about what they should do after graduation.

Most students would like to become entrepreneurs. This course should give opportunities to students who would like to learn. It doesn't matter if they have a family background in entrepreneurship or not – the important thing is that if they try hard, they will be able to study this course successfully. Because this course can be taught at university in many ways, the university needs to design the right plan to improve students' entrepreneurial expertise. This course could help students to avoid the competitive employment market for graduates by giving them more opportunities to start a business and encouraging them to make their dreams come true. Whether they are successful or not, these experiences might allow them to learn and develop the patience and strength to do new things, and they might use this experience to work with other companies.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

Yes, I think it's not just their role – it's essential that universities teach this course to encourage students to become entrepreneurs as much as they can so that they can enhance Thai economy. Students in this course might help people in the countryside have a better life and earn more money because these students might start their new business in their hometown and take advantage of local natural resources to produce a new product to sell in Thailand and export it if possible. So students in this course could contribute to the alleviation of poverty in Thailand. They might think about how to look after the environment in Thailand and save energy, by using recyclable products for example. As far as I can recall, Hat Yai University has already done some of these things to assist Thai society. I like helping people who have problems even though I'm a student. I helped people who had problems because of the floods by handing out donated food. I talked with them about a lot of things because I wanted them to have the power to move on from this event though they lost a lot because of it. I hope I have opportunities to do it again after I finish university.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

I think if the university starts to teach entrepreneurship at university, it will have to develop and improve many things. First, the university needs to clarify the aims of this course for students and their families and explain how it will be useful for students after they graduate. Before they make a decision to study this course, they need to understand the nature of entrepreneurship. I think if students understand entrepreneurship clearly, they will be more interested in becoming entrepreneurs. Pedagogy needs to be developed that suits this course, can encourage students to become entrepreneurs, and can improve their skills, abilities, and knowledge – especially entrepreneurship skills such as independent thinking, leadership, the ability to cope with risk, and willingness to accept living with uncertainty. Everything is changing at the moment, so students would like to study a course that they can apply to their real situations. Teaching entrepreneurship is a course that would enable them to keep up with economic and technological changes and remain competitive.

Second, the university needs to focus more on innovation and creativity in teaching entrepreneurship to suit the modern world. I take notes until the class finishes. The courses are less about preparing me for real situations and more about mastering the textbooks. I don't have opportunities to think creatively. The new pedagogy in this course should give opportunities for students to have freedom in their thinking, to share ideas, to learn by themselves, and to develop critical thinking skills in order to develop and improve their entrepreneurial expertise at university. The lecturers need to have both theoretical knowledge and entrepreneurial experience and an up-to-date teaching style because if the lecturers teach well, students will improve their entrepreneurial expertise. Lecturers need to have clear understanding of the aims of this course and explain them to students when necessary.

Third, Hat Yai University doesn't have this kind of this course but it does have other one-semester courses relevant to doing business. I think this is not enough for students to improve their entrepreneurial expertise and it will be hard for them to become entrepreneurs because they might not have the support of people around them and their study doesn't encourage students to do so.

Student 4

What sort of teaching style do you experience in your class?

I experience more lecturing than analysis. I would like to learn using both lectures and analysis. I have never studied an entrepreneurship course and I think current pedagogy is more focused on encouraging students to gain employment than becoming an entrepreneur. Myself, I really don't know what I should do after I finish my course. I'm confused about what I'm studying at the university.

I don't have experience learning entrepreneurship at universities but I once studied a small business subject which focussed on teaching the basics of business.

What does the word “pubragopgarn” [entrepreneur] mean for you?

A *pubragopgarn* is a person who does business and organises everything by themselves.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (If yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to student participants].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

The Case Study Method has been used in some subjects but not too much. I've had some experience of it and I think I really like it because it gets my brain working. I improved my ability to think deeply and carefully after I had done some case studies. I really want to study this way because my brain is not just following the lecture but also thinking and analysing. It's a good pedagogy for me that can improve my skills – my critical thinking, knowledge, and communication skills so that I can present my ideas in front of class and I can see my friends' ideas and get feedback from them. It makes me enjoy the class and provides more opportunities for thinking. I think it can transform Thai students' learning style from memorisation to independent thinking and being able to think outside the box. I know myself that I've improved my ability to solve problems, to apply this ability to real situations and to think and act independently. I'm more likely to share ideas, ask questions, and engage in analysis in class. The Case Study Method enables students to understand deeply and to learn independently, so it's useful for students want to become entrepreneurs, which requires decision-making and problem-solving.

On the other hand, the Case Study Method might be hard for students because they do not always have experience in using this pedagogy and might not have a clear understanding of what they should do with the case studies. It's difficult for me because I don't like asking questions. I'm not confident sharing ideas with other people because I'm shy and afraid that my questions will sound stupid and not smart like others'. I'm more used to note-taking and listening than self-learning. I think students are scared of asking the teacher questions because they think the teacher might get upset and ask why they didn't take notes when the teacher was speaking. Students might be scared of losing marks at the end-of-term assessment for not paying attention in class. The cases [that are used in my course] are far from my real life. I really don't like them. I like to learn using the Case Study Method but the cases should be up-to-date and relevant. I think it's important for entrepreneurs and business owners to have an up-to-date understanding of the world.

(iii) What do you think of the Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think I like this pedagogy. It seems like it would improve my experience with problems and with being independent and trusting my own judgment. I think it might encourage students to think differently from other people and help students to learn how to think in creative and innovative ways. Using this pedagogy to teach entrepreneurship in class could help students to cope with problems that might come up unexpectedly. On the other hand, students might not be interested in studying this way and avoid taking responsibility for their assignments. I think though that this kind of thing is related with becoming an entrepreneur because entrepreneurs need to be independent and have clear, strong ideas about what they would like to do.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I've never learnt using the Simulation Games Method. I think it seems like it would allow students to learn more about how to do businesses and would be similar to real situations. This method could improve students' thinking,

analysis, planning, organisation, management, understanding of the results of their actions, and independent thinking because they learn by trial and error, gaining insight both from successes and failures. Students have more opportunities for rapid, repeated cycles of decision-making with immediate feedback. So I think this pedagogy could improve entrepreneurial experience for students at university. They'll get the chance to practice prioritising their decisions and learn how they will benefit from their decisions. Students might find the games absorbing and enjoyable, which might increase their willingness to become entrepreneurs. I heard you say that the games are in English, which might make it a bit difficult for students to learn and understand. Some students might not like them because they don't like to play games, and the lecturers who teach these games should have enough experience and training about the games before teaching. These games might be complex and hard to study. I think these games might suit final year students because they are more independent than other level students.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

I have met entrepreneurs at university five times. I really like them and talking with them and listening to their real stories of how they became successful business people. I like to meet and talk with entrepreneurs because they can teach me things that I would never learn from lectures – about how the world works. This might enable me to prepare myself to adapt to changing situations. It improved my ideas, knowledge and my thinking, provided me with the benefits of real-world experience and expanded my networks. I had opportunities ask more questions about what I wanted to know and the entrepreneurs were willing to give me advice about doing business. They told us about up-to-date businesses news. I remember I wanted to be an entrepreneur after I listened to them. I think it's a good idea to invite entrepreneurs with differently-sized businesses because students can compare and learn about doing business with different sizes, attitudes, visions, and perspectives. I think I'd like to meet and listen to both local entrepreneurs and successful famous ones but I'd rather listen to successful local entrepreneurs who are running businesses that are similar to what I'd like to do or that would be possible for me. They could inspire me to make my dream come true because I'd feel like they have a similar background to mine.

On the other hand, it might be difficult for the university to find the right entrepreneurs who can entertain and inspire students because they don't have lecturing experience. If these meetings have large audiences, students might feel uncomfortable and shy to ask questions even if they don't understand or would like to know more because they'll be scared that people will laugh at them about questions.

(vi) How might Thai universities assist students to network, to create social capital and to innovate?

I've been to a few university innovation exhibitions, and I thought some of the students' ideas were very good and that this kind of event could really encourage students to focus on innovation.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

Sorry, I don't know well about entrepreneurship, so I can't thing any suggestion.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

It's important for universities to teach entrepreneurship because students go there every day, so it's easier for them to learn and have entrepreneurial experience at universities. It might make students more confident about entrepreneurial abilities. If they don't learn at university, they won't know how to be an entrepreneur, or it would be hard for them. I think I would have liked to study an entrepreneurship course if the university had offered it when I was in the first year because I want to have my own business after I finished my course. I would choose this subject because I would have gained entrepreneurial experience [during class]. How would I have the confidence to become an entrepreneur or business owner? I really don't have confidence about my entrepreneurial experience because I didn't learn much when I was at university.

I suggest that if this course were to be taught at university, it should have its own faculty in order to keep students practising entrepreneurship and give them real experience by studying this course with both theoretical learning and learning by doing before they become an entrepreneur in real life. I think teaching this course at university might help students gain awareness of entrepreneurship and be willing to know and learn as much as they can. Teaching this course at university could inspire students to start a new business because they would keep studying this subject and learn more every day. Students will have clearer goals about what they would like to be and do after graduation and want to do things that are new and outside the box. Students might not pay so much attention to looking for a new job because it might be hard for new graduate students. I have two friends: one still doesn't have a job even though she has a good qualification, while the other one is working with a big company because of his family's connection even though he didn't pay much attention to study and didn't get such a good qualification. This kind of inequality is common in Thai society.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

I agree that this course might help the Thai economy by reducing unemployment because if these students increase the number of new businesses, they'll have to hire people to work for them and so people will be more able to depend on themselves and have more income.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

The university should explain how this course will be useful so that both students and families clearly understand the goals of the course. I think universities should state a clear goal for this course – that it emphasises teaching students in innovative and creative ways in order to improve the quality of Thai entrepreneurs – because students

might be confused about what they're going to learn and what they can do after finishing the course. I think the attitudes of Thai families will be hard to change if they don't know or have a clear understanding about this course and this can discourage Thai families from pushing their children to work for other people. Thai families don't like their children to do uncertain things because they think of their children as their babies even if they're already adults and they'd like to see their children have a successful job without taking a risks and being faced with the problems and embarrassment that might come from doing business. Thai families don't like to lost face by having someone talk behind their back with bad stories about their children. I think it's important for the university to explain the pedagogy before this course starts in order to encourage students to develop a student-centred learning style that focuses on improve students' experience, critical thinking, analysis, independence of thought, and willingness to tackle both the simple and complex problems of the Thai situation and the world economy.

Lecturers who teach this course should have enough experience about entrepreneurship, up-to-date knowledge, new perspectives, attitudes and vision and be able to inspire students to gain new perspectives about entrepreneurship and innovation. The important thing is be friendly with students because some lecturers believe that if they make their face look stern, students will respect them more. I think this course should involve long-term study because if it's short-term, it will hard for students to improve entrepreneurial skills at university or get enough experience in such a short time. This course might encourage more students to become entrepreneurs to benefit Thailand's future.

Student 5

What sort of teaching style do you experience in your classes?

I experience both lectures and a bit of analysis but sometimes I really don't understand what the teacher is talking about.

What does the word “pubragopgarn” [entrepreneur] mean for you?

A *pubragopgarn* is a person who organises everything by themselves and likes to do things differently from other people.

What do you think about this course?

I think this course might improve awareness of the nature of entrepreneurship such as independence, making decisions, confidence in sharing ideas and being able to solve problems.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (If yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to student participants].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think this pedagogy would help students understand more if it were to use the Case Study Method instead of memorisation or note-taking in class. This might improve their ability to cope with and solve problems in uncertain, complex and difficult situations, to apply this skill to real situations, and to have the confidence to communicate with lecturers and other students by standing and giving presentations in front of the class. Students might be more self-confident in how they speak than before studying this course. It's good for students to do more than just sit on chairs, sleep and go back home after finishing class. Students might see new opportunities in situations where other people can't see them and this might inspire them to become entrepreneurs. On the other hand, students might not have enough ability to analyse the case studies and dislike learning by themselves because they are used to lecturer-centred learning. It might take a bit longer to adapt to the new learning style. Anyway, I'd still like to learn using this pedagogy if it were possible.

(iii) What do you think of the Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think this pedagogy might provide more opportunities for each student to discuss ideas and outline new knowledge, which aids learning. Students might also get opportunities for developing collaboration skills, opportunities develop simulated solutions to problems, such as a strategic plan or a website, allowing for experiential learning. I think students who study with this pedagogy do no worse than other students on exams, but are better at complex problem-solving and autonomous learning. On the other hand, it might a bit difficult for students because they might not have the ability to think and analyse at first.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I'd really like to learn using this pedagogy. It seems I can learn more about how to do business and what I need to do if I start a new business and learn to improve myself from the feedback from my actions. So I can think deeply about what I should do in order to make my business successful and learn what not to do in order to avoid failure. I think the result of these games don't depend on whether you win or lose – the important thing is how much you can learn and improve your ability, skills, and knowledge. When students learn by doing and become more entrepreneurial in their outlook, it can inspire them to be more willing to be entrepreneurs and confident in their decisions and actions.

I think learning from these games can change students' experience from one of note-taking, listening and

sleeping to a way of learning that's new and enjoyable. It can make their brain work harder and become more creative from their imagination. I'd like to learn something different and interesting to increase my interest in study. I study with the lecture everyday. It's OK, but I'm bored. On the other hand, if this game is in English, it might be difficult to understand and have a clear idea of what they should do. Some students might not like to learn this way because they're not good at computers. So they might think they would rather learn theory because when they have a problem, it's hard for students who don't know to solve computer problems by themselves and they might be embarrassed about marks or grades. Thai students usually worry more about their marks than improving their learning experience.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

I like this pedagogy. It was interesting to hear businesspeople's stories, such as how they started their business and what inspired them and what problems they had encountered. I think their stories might motivate me to become like them, and I was able to ask people who have real-world experience questions about things I wanted to know rather than just talking with the lecturer in class. I think it can encourage students to learn about doing business from people who have already had real world experience who can give suggestions to students about what they should and shouldn't do in order to have a successful business. Students can learn from the problems that entrepreneurs have faced while doing business and how they solved them and also learn up-to-date business news – entrepreneurs need to be the kind of people who know what the world wants because they have to develop their ideas, products, or services to suit customer demands and have new perspectives.

I think the university should invite entrepreneurs with different-sized businesses, not only famous people but also local people who have a similar background to the students in order to inspire more students to be entrepreneurs like them. I think if students listen to entrepreneurs with different kinds and sizes of business, they will understand the difference between organising, management, planning, and learn how to be successful entrepreneurs. I had opportunities to meet entrepreneurs who own businesses of different sizes. So it helped me a lot to find out and compare the differences in their attitudes and ways of organising things. They were successful businesspeople who have both similarities and differences in how they became successful. Students might have gain access to business networks that they may be able to make use of after graduation. On the other hand, entrepreneurs lack experience of teaching students at university and they might not have enough time to come to speak to a class. I like this idea because I think that if students would like to be entrepreneurs, they have to meet people who are already entrepreneurs. I think the university pays too much attention of taking care of [visiting entrepreneurs] so they'll be impressed with the university than thinking about what students will experience and how much they'll learn from them to improve their business ability, skills, and knowledge. I felt it was like this man was a god or something. I really don't want universities to do that because it makes students feel unequal and it's much too formal for students.

(vi) How might Thai universities assist students to network, to create social capital and to innovate?

I think the Internet is becoming important for networking. Many people in the world like to use the Internet for everything. So I think it's a good idea to get them to think about using networking in order to expand their business quickly in the future if they start a new business. I think negotiation skills are also important because they need to be confident and smart enough to attract partners or customers for their business. Another idea might be to take students to visit factories, innovation exhibitions, export shows, product shows, or innovation shows in Thailand or even overseas if possible.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I think the university should give students more activities to improve their experience such as starting a business at university that lets them organise everything by themselves because they can learn from all the problems that they face and solve. Students might be able to earn money by themselves. Another idea is to take students to see real business that allow students to visit or to link with OTOP entrepreneurs so that entrepreneurs and students can benefit from each others' expertise – they might have new opportunities to create something new that the customers want.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

Teaching entrepreneurship at universities is a useful course both for encouraging students to be entrepreneurs and for improving students' abilities to think independently, to analyse, and to solve problems whenever they face them. I think teaching this course is absolutely part of a university's role and I would have liked to learn this course in my first years of university if it was on the list of courses available. I think the policy-makers who design courses should realise the importance of this course because it won't happen if these people still have old perspectives and don't want to change their attitude and keep making courses suited to the old world and not to the needs of students or the changing world. Teaching entrepreneurship is a good way for students to learn or improve their entrepreneurial experience at university.

I think that for this course, it wouldn't be a good idea to link it with another subject, and I would like to see this course have its own faculty because that way students are able to learn longer and if they have more questions they can go to the faculty and ask questions about what they want to know and what they're confused about or ask for more suggestions. I once studied a small business course which focused on writing business plans and financial management – these are good for students to learn about and know but I still think it's not enough to encourage students to be entrepreneurs. I guarantee that learning only this course doesn't work because I'm a student and I know what works for students.

Myself, I'd like to be an entrepreneur, but I ask myself how I can be an entrepreneur, what I need to know better,

and I really don't have enough confidence about entrepreneurship. So at the moment I'm learning to be a business owner by myself from outside the university. It's a nightmare for me, and I tell myself I should stay at home and learn everything by myself because I don't know how I'm improving from my study and I'm confused about what I'm doing. So I think students would like to study a course that can be useful for their future and can be applied to their real life, not just to pass an exam. Students who study this course might be better able to depend on themselves and might not focus on becoming employees more than on becoming entrepreneurs.

If I had studied entrepreneurship at university, I would not have just kept my ability and knowledge inside or deleted it all after graduation. I would want to create innovation using my ability. Or students who finish this course may not be able to start their own business immediately but they might want to work with other companies in order to improve their ability, skills, knowledge and experience over 3-4 years and then start a business of their own. After I finished the entrepreneurship course, I would not start a new business straight away but instead work with another company in order to acquire experience and improve my skills for about three or four years and start my own business after that.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

I think this course can enhance the Thai economy because more and more Thai people might be able to start new businesses in a new way, which can help people make a lot of money. Thai entrepreneurs will increase their ability to create new businesses in innovative ways and be more likely to make use of intellectual property in order to enhance the Thai economy and benefit Thai society.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

I think awareness of the goals of teaching this course is important for students, and their families should know and understand how it is useful for students' lives, as Thai families would rather their children work with the government than spend a lot of money to start a new business because they might lose a lot of money by doing so. This course would probably improve students' experience both in class and outside class. I think current courses are more focused on theory and giving students grades than providing students experience of what they're studying. That's why Thai students worry too much about studying to pass exams and getting good marks. They really don't care about how much experience they have. So I think this course should emphasise both theory and experience in order to apply it to their real lives.

If the university has an entrepreneurship course, they will need to emphasise innovative and creative ways of being an entrepreneur and not just focus on investment money. The pedagogy for teaching this course should be able to encourage students to improve their entrepreneurial experience. So it's important that the pedagogy suits the needs of students and keeps up with changes in the real world. The university needs to emphasise the use of pedagogy that can improve students' innovation and creativity because when students want to be entrepreneurs in the future, they will have to create new products and services for Thai people and people around the world. I think I have a duty to study not to improve my ability or knowledge or get real experience but to get a high mark and pass my course in order to make my family proud. Hat Yai University uses a methodology that didn't give me practice in innovation or creativity.

The university should focus more on independent learning than teacher-centred learning because the purpose of this course is to encourage students to be entrepreneurs, so students need to learn from real situations and activities. The lecturers need to change and have a new teaching style in order to improve students' abilities, knowledge and skills. Lecturers should have good planning skills and have time to prepare everything they're going to teach students before class so they're not just reading from a PowerPoint presentation. I don't want them doing what most current lecturers are doing. Lecturers should have enough expertise in entrepreneurship, too. I want to say a bit more about how the university should start teaching in the first year and make it a full time course. If we teach this course at university, we should not teach only the students in business school but also for non-business students in order to prepare them for entrepreneurship. The world is changing all the time, so the university needs to create a new course that suits real world situations to teach students at university rather than continuing to teach old courses that don't meet the needs of students. Students can't apply old fashioned knowledge, skills and ability to the world as it is now. I usually just spend time in class, and have less experience of thinking outside of what's presented in the textbook in order to improve my creativity. I usually just follow my teacher and study to pass the examination.

Student 6

What does the word “pubragopgarn” [entrepreneur] mean for you?

For me, *pubragopgarn* means a business owner who does everything for themselves. I have never learnt about entrepreneurship. Instead, I used to learn about small and medium-sized businesses. The teacher focused on teaching how to write a business plan in order to borrow money from a bank and it involved listening more than sharing ideas in class. I think learning this course is important for students because it might improve students' abilities, knowledge, critical thinking and analytical skills that are relevant to entrepreneurship.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (If yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to student participants].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

When I was learning using the Case Study Method, I was never scared – I enjoyed learning because it is not

important whether the answer is right or wrong. This is more likely to improve analytical skills, self-directed learning, the ability to thinking outside the box and learn from real situations than just listening to the lecturers in class. I think it is an excellent tool because it can let students know how much they understand about analysis and improve students' critical thinking, ability to solve problems by themselves, and apply knowledge to the real world. Students will have more confidence about deciding what should and shouldn't do and more trust in their own judgement. On the other hand, there might not be enough time for students at the beginning because students need to adapt to this learning style and they might need more time to think and analyse. They might feel uncomfortable using the Case Study Method because they might lack confidence in their own thinking and not know how to think logically. The case studies used in classes need to be chosen carefully and be relevant to students' lives. I know that many students are scared to ask teachers because some lecturers look stern and students feel that they might not be impressed with them. That's why Thai students don't improve their skills and knowledge.

(iii) What do you think of the Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think this approach is also a good way to encourage students to learn how to solve problems by themselves and trust their own judgement rather than just following other people, and they might be more able to cope with uncertain situations. So I think the university needs to provide many varied, complex problems that might teach students how to solve problems, research information, and not to copy from other people. Doing it this way might help students to learn by themselves and depend on themselves when have problems. On the other hand, it might also be difficult for Thai students to change their learning styles from teacher-centred learning to self-directed learning and take more responsibility. Some students might not like to study this way and skip classes.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I've never learnt using this pedagogy, but after you explained it to me I can picture what this game would look like and how it might be useful for students. I'm bored because I experience lecturers teaching me in the same way and doing the same thing, so I don't improve my abilities much. So I'd like to learn using this game because it might help me to have a new way of thinking and to learn by myself. I think these games would encourage students to be entrepreneurs. They're likely to train students in how to run businesses, how to plan, manage, organise and learn from their mistakes and successes, and show students how much they understand about doing business. These games can be enjoyable and challenging and give students confidence in their decisions and to follow their own ideas. Students might learn more about what they need to do and what they shouldn't do to avoid failure when they start doing business. Students might have more entrepreneurial experience and a more entrepreneurial environment when they are at university. So students might have a better idea of the likely consequences of their decisions. Students might learn more about their weaknesses and strengths and improve. But students might worry about their English if it is an English version of the game and they would often need help from the lecturers.

It's a good idea for students to learn using negotiation games because I often see businesspeople working by present their product or service with a partner in order to make their business more successful and get more people involved in their business. So I think these skills are really relevant for students.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

I agree with and like this pedagogy – the idea that the university should encourage students to meet entrepreneur speakers that have had real-world experience with doing businesses – because it can bring students into contact with entrepreneurship, which make them more interested in becoming entrepreneurs. Students will learn about how to do businesses and what they might face or encounter when they are entrepreneurs and how to solve problems and become more successful. Students might also have more opportunities to ask questions about what they want to know and learn more about how to be a strong person when they have problems. They might gain new perspectives, a new attitude and vision about doing business differently from other people. Entrepreneurs might encourage students to persevere in achieving their dreams and ambitions. These entrepreneurs might inspire students to be more like them and to think more positively about becoming an entrepreneur. On the other hand, it might be difficult to invite entrepreneurs to the university often because of limited funds and because it's hard to find the right entrepreneur who has free time and is able to give good lectures to students. I really like to meet and talk with [entrepreneurs] because I feel they might be able to tell me about doing business and I can ask them questions. When I was in the class I wanted to share ideas and talk with speaker, but I was scared of people looking at me and laughing about my questions. They might think my questions were silly. So I would rather a small audience than a very large audience.

(vi) How might Thai universities assist students to network, to create social capital and to innovate?

I agree that networking, creating social capital and innovating are important for students. Students need to learn about negotiation skills in order to give them more confidence with their thinking and business decision-making so that they can apply them in their future careers. The university might need to link students from different faculties and get them to do activities together in order to expand their network at universities before they start careers. The university needs to take students to visit innovative businesses both in Thailand and overseas because they might learn to think differently by seeing different things. It would be hard for me and other students who might study this course to think in innovative ways without seeing or visiting innovative businesses because without it we'd find it hard to imagine what we might do. If we had opportunities to see or visit, it would make it easier for new ideas to come up

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I think learning by doing business at universities or outside is important for students because they can learn from their own real experience, from doing things by themselves. Learning by doing business can help students learn more from their mistakes and use their own ideas. This kind of learning has already been done at Hat Yai University, but has not emphasised teaching students innovation. I also think students should learn from their local entrepreneurs because students might help these entrepreneurs to develop or create new products that meet customers' demands.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

For me, teaching entrepreneurship is important for the university. I wish I had been able to study this course and I'd study it if they offered it in future. Being an entrepreneur is difficult, complex and not easy. I think students in this course could learn more and improve their entrepreneurial ability, knowledge, skills and experience. In the future, if they want to become entrepreneurs, it will make it easier for them. At the moment, the university does not do enough teaching of entrepreneurship. If students don't have much entrepreneurial experience, they won't be interested in being entrepreneurs. I think it would be good to separate this course from others, so students in this course might have more opportunities to train and learn about entrepreneurship because currently we don't exactly have an entrepreneurship course but we do have a short-term small-medium sized business course that doesn't provide much preparation in innovation or creative ways to do business. I think an entrepreneurship course might raise students' awareness of entrepreneurship that not only improves their knowledge and skills but also encourages them to start new businesses after graduation.

I wish I had studied entrepreneurship in my first year of enrolment because it might have made me less confused about what I should study and what skills I should try to acquire now. I don't have clear goals for the future because the subjects that I have been studying since my first year do not really match my goals. I think for me, becoming an entrepreneur is a difficult and complex process for students like me who don't know anything about entrepreneurship. I hope this course can improve student's confidence in their entrepreneurial abilities, knowledge, skills experience and make them more willing to become entrepreneurs so that they want to become entrepreneurs.

I think this course can be taught both to students who don't have a family background in business and to those who do. It might help students to clarify what they would like to be and what their goal is after finishing the course. It's not easy for everyone to be entrepreneur, so I think this course can provide students with knowledge and skills that are relevant to entrepreneurship and increase their confidence in their ability to run a business well in their future.

I think if students study the entrepreneurship course, they will have more confidence in their thinking and their ideas to initiate what they would like to do rather follow someone or wait for other people to do it first. So they might want to be leader in creating products or services. Students might prefer to be their own boss rather than an employee and to make a lot of money because it's hard for students who lack experience to find a job after graduation. I think students in this course can learn to accept both failure and success – the important thing is that they can learn from their experience and use their previous experience if they work for other people. Whether students in this course who want to become an entrepreneur encounter business success or failure, the important thing is that they can improve and learn about how to do business and gain entrepreneurial experience, skills, and knowledge. So if they want to work with other companies they might use their old experience and have more opportunities to get a job.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

I think teaching entrepreneurship can develop the Thai economy by increasing the number of entrepreneurs, and this could alleviate poverty because many people might get more work from these entrepreneurs. It is important for new Thai entrepreneurs to develop their quality to suit with the modern world, which is changing all the time. Students might put more emphasis on social responsibility such as taking care of disabled or poor people.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

I think this course is still a new course for the university, so the university needs to change many things in order to make this course effective for students. Thai students like to follow their family and try to impress their families through their study and what are they doing, so it is very important that the entrepreneurship course should clearly explain and describe the goals and nature of the course to both students and families so that they can adapt their ideas and attitudes to be more willing to start a new business in the future. Students might then change their thinking about study so that it's not just about passing their exams and making their families happy but is also about improving their entrepreneurial experience, skills, knowledge and abilities. I think this course might encourage students to have a strong ambition to be a boss and make their life better.

I think that to attract the interest of students in this course, the university should hold a seminar about the teaching styles, pedagogy and aims of the course. This might help students make a decision, clarify their study goals, and see how it will be useful for them. The pedagogy for this course might be different and better for providing students with both theory and experience, so students need to understand about this pedagogy and self-directed learning. It's a good idea to teach this course because the changing economic climate in Thailand means that students need to learn a course that suits it and is up-to-date. If we only study a course that doesn't keep up with the changing world, it might be hard for students to apply what they learn at university to real situations. Teaching entrepreneurship might give students more opportunities to practice useful knowledge, skills

and ability in real situations and independence in their thinking and in the way they do business. When I was at university I didn't have much opportunity to think innovatively and creatively. I didn't know what I was learning and I really got confused. I want to study a course that's useful for my future and suits the economic climate in Thailand.

Another important change that needs to be made is the lecturers. I would like to learn by means of a different pedagogy that improves my ability and knowledge. I want to see the lecturers changing their style and not just giving all the information to me but teaching me to learn by myself and thinking outside the box. My lecturers always use the same style or method to teach me. They don't want to change and they don't have time to do so because they have too much work assigned by the university such as their research. If Hat Yai University offers an entrepreneurship program, the university will need to train lecturers in new techniques and innovative pedagogies. They teach the same way every day, as far as I remember. Some lecturers don't like to use new or up-to-date pedagogy and my study doesn't give me enough opportunities to share my ideas, discuss, think about things in my own way, or practice critical thinking because there's still that old teaching style in Thai education that's based around lectures.

So lecturers are very important, they need to always change and develop themselves to keep up with the needs of the world. I think lecturers play a key role in the development of students' knowledge, ideas and skills. So if lecturers have a good teaching style, students will have a good way of learning and improving their abilities. The lecturers should have both real business experience and theoretical knowledge because they would need to use their practical knowledge of real-world businesses to teach students well and they can teach and explain from their own experience about businesses to help students understand better. I think nearly all students understand the word "phupargopgarn" to mean the owner of a business or small business more than someone who does business in innovative ways or differently from other people. So I think the university needs to develop understanding about this word to be more innovative and creative.

The university needs to offer full time courses for students and use pedagogy that can encourage students to improve their entrepreneurial experience. Entrepreneurship courses should not only concentrate on teaching students in business faculties but also provide opportunities for students in other faculties to learn.

Student 7

What does the word "*pubragopgarn*" [entrepreneur] mean for you?

I think a *pubragopgarn* is someone who owns a business, and I think around 80% of students would like to be one. Myself, I've never studied this course, instead this term I'm going to study an SME subject, which focuses on teaching how to start a business, what you should do first and what later.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to student participants].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think this pedagogy is useful to help students learn. I have learnt using some case studies in class. I really like them because it teaches me a new pattern of thinking and analysis. It allows me to read first, summarise the main points and then analyse the case. It's a very good way to improve my analytical skills, and I can do all the case studies without having to memorise everything. So when I do the exam, I just read a bit because I think I understand what I'm studying more than if memorise things for the exam. I don't worry when the exams are coming because I can do things and think outside the box, not just follow textbooks. It also helped me to find a way to solve problems when I was studying cases. I like them. Because of my experience with the case studies, I can know that in some cases I can solve problems when I read about them in the business news. When I was studying using case studies, it not only gave me skills, knowledge and abilities but also made me more confident in my oral communication with other people. It seems like I trust my own judgement and like to do what I want to do more than follow or copy my friends. I don't want to miss class when the lecturer uses case studies because it challenges my ideas and knowledge.

On the other hand, students might be lazy and not take responsibility for thinking by themselves because they are used to learning from lectures and need to read and summarise the main point first before they start doing the case, so it might take too much time to do it and there might not be enough time for them. I've learnt using case studies, which are a good way to study, but it will bore students if the case studies aren't relevant to real situations and old cases have been reused too many times. Students might not have clear understanding of what are they studying but they might not show their emotion to the lecturer because they "kreng jai" [respect] their lecturers. They mightn't like it at the beginning but after they've studied for a while they'll like it more because they can adapt their learning style.

(iii) What do you think of the Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think this pedagogy is a useful way for students to learn. It might teach students to have a pattern of thinking that finds better ways to do things and to cope with complex and difficult problems. Learning this way, students need to find and research a lot of information for their evidence. It might improve students' independent research skills. On the other hand, students mightn't know and understand what they should do and some students feel they have to learn because of marking. If students think this way, they won't gain any experience from this course. Some students might get confused about how to solve problems.

(iv) What do you think of the use of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I really didn't know about the Simulation Games Method until you explained to me. It seems that this game might improve students' ability to learn from their experience of both failure and success. Students might learn more about how to do business things like planning, management, and other business skills that if students were to study only theoretically, they wouldn't have a real picture of running a business. Students might enjoy playing these games and it might motivate them to become entrepreneurs if they are confident about their entrepreneurship experience, knowledge, skills, and abilities. On the other hand, students mightn't understand how to play these games and it might be difficult for them because they are used to studying in a classroom and copying friends' answers, but if they study with this pedagogy, students will have to make decisions and become more independent in their thinking.

The negotiation game – I think it's a good game. I used to learn using games like this. I really like them because I'm a talkative person. From my experience, I'm sure that students could use these skills in real situations when they're working or starting their business. These games can improve students' ability to make decisions, their confidence in what they decide to do, and their ability to think and talk in order to make their business successful.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I agree that using this pedagogy will be useful for students to improve their abilities and entrepreneurial experience. I experienced meeting with speakers about three times in all my four years of study. It's a good way to learn because I can listen to their stories about doing business both before and after they became successful. I can take their ways of thinking, attitudes, and perspectives to be a model for my life. I'd like to suggest that to improve this course, the university should invite entrepreneurs with different kinds and sizes of businesses because students might learn more about different ways doing business and different attitudes and visions. This approach could encourage students to become entrepreneurs more than not listening to or meeting entrepreneurs.

I remember I was listening to one entrepreneur – he made me have a lot of dreams and to want my dreams to come true. On the other hand, entrepreneurs might be too busy or not have enough time to come to university and might not know how to make students understand and to interest them in what they say. Meeting entrepreneurs shouldn't involve a large audience because students might be uncomfortable and not enjoy it, and it would be difficult for them to ask questions or share ideas. I was confused about what he said and needed to ask a question, but I was scared the other students would laugh at me. Thai students might do the same thing that they do with lecturers in class – that is, they would rather listen than share ideas, discuss, and ask questions because they are used to studying in the old Thai education system.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

I think networking is important for helping students to run and expand their business but I don't have much experience and knowledge about it. I think it's necessary for this course to emphasise networking. The best thing to do about networks is to start from the university first in order to cultivate networking skills in students. The university might encourage students to engage in inter-faculty and inter-departmental activities to develop their networks because students might get to each other better through these activities. Negotiation skills are important to build business relationships with business partners. The university should take students to visit innovative businesses around Thailand in order to develop their imagination. I think these are better ways to improve abilities, perspectives, creativity and innovation than just studying in class and experiencing the same thing every day. I think this is why students don't have new ideas or new ways of thinking commensurate with their intelligence.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I suggest that learning by doing is becoming important in combination with theoretical learning because students can use their knowledge, abilities, and understanding to test how much they understand from their study and it's practice in applying talent and intelligence to real situations.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

I agree that the university needs to teach entrepreneurship for students. I would have liked to study this course – I can't get my time back, but I hope I can study this course in the future. Students need to experience entrepreneurship often in order to improve their expertise and become accustomed to it. The current subjects don't have, or don't have enough, education and experience about entrepreneurship. I've been taught about things that are related to entrepreneurship but the teaching hasn't exactly focused on it. I think if the university teaches entrepreneurship, I would like to suggest allowing students to study it full time – because students don't have a basic knowledge of entrepreneurship, there might not be enough time for them to study if it's only a short course – and to have a separate department for this course. This might get students used to entrepreneurship, and then they might do new things that they want to do based on their own imagination and wishes. If students improve their entrepreneurship skills, it will increase their confidence in applying entrepreneurial knowledge and skills. Entrepreneurship can be taught even if students are not from a business family background, and this course might give them more opportunities to become entrepreneurs. Students in this course might have more opportunities to do the right thing for them, and they might not worry about who they are but rather take action and take risks to make their dreams come true.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

Students in this course might focus on starting their own businesses by trying to create new products or services based on natural resources around their home town. So students might not have to leave their home town for the city to look for a job. They might have more of a feeling of responsibility for society to help people who lack of money or education to have new opportunities. This might alleviate poverty by enhancing economic growth and reducing unemployment. I think realising the importance of the environment and saving energy, separating rubbish, using recyclable products and services will need to be encouraged in students who become entrepreneurs as a result of this course.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

Yes, of course the university would need to change a lot of things if this course starts. If I were a student interested in studying this course, I'd like to hear about the pedagogy first before I made a decision. I'd want to have a clear understanding of what I was going to study and what I'd be able to do after graduation. Students might want to drop the course if it doesn't suit them and improve the necessary skills. The first thing students need to understand about entrepreneurship is not just the meaning of the word but the fact that they need to get a lot of experience in order to do it. I think they will realise that entrepreneurs don't just memorise things but put their knowledge to use because the pedagogy used in this course will focus on being practical. So students need to understand this pedagogy because they need to change their learning style to become more student-centred and to emphasise the importance of analytical ability, sharing ideas, discussion and entrepreneurial experience in order to improve their talent and creative intelligence to innovate.

I think students would want this course to improve their abilities, skills, and up-to-date knowledge of the changing world, so I think this course should emphasise using new technology, innovation and creative thinking, and how to run businesses well. That's different from how I learned: thinking about my abilities, knowledge, and skills, I should go back in time by about 50-60 years and then I could be the best – what I mean is that I can't really do what the modern world demands. Students would rather study a course that can be useful all through their life than keep studying a course that's not relevant to the changing economic climate in Thailand. As for lecturers in this course, I think they need to have both entrepreneurial experience and theoretical knowledge. An even more important thing is to be a friendly, not to be a lecturer that makes students want to run away from class.

Student 8

What does the word “pubragopgarn” mean for you?

I think *pubragopgarn* means a person who organises businesses. I think about 80% of students would like to be a *pubragopgarn*. I am going to study SMEs next term and learn about starting a business. I think I'll find it difficult.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to student participants].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

It's OK. I like it. It might enable students to improve their critical thinking and analytical skills more than not using it, and students might remember the case studies and use the talent that they've developed from doing case studies and apply it to real situations. The Case Study Method might give students opportunities to show their ideas by talking in class. As far as disadvantages are concerned, I think students now usually just take notes and listen – some like to chat about their love lives in class – and most students like to borrow friend's assignments to take notes or copy or memorise them for their exam one or two weeks in advance, so some students mightn't like the Case Study Method and might worry that when they have an exam they won't have enough analytical ability, critical thinking skills and trust in their own ideas. There might not be enough time for them to read and try to understand the main point of the case study and then start to do it. I think every student will need time to change, but after that they might have a better idea of what to do.

I think the case studies might not be relevant to students' situations. This could make it difficult for students, and Thai students are too shy about asking questions – they'd rather keep quiet even though they're confused inside and ask their friends later. I don't know why some students, like me, see the lecturers as angry people rather than friends.

(iii) What do you think of the Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I agree that this pedagogy is a good way to give students more practice with independent learning. I think students would improve their ability to face obstacles, challenging situations, and problems if they regularly learn using this pedagogy. It might provide feedback to students about how much they understand and how much they can do. Students in this course are more likely to be independent and want to test their ideas by researching information. My own studies don't often use this pedagogy. I'd like to learn using Problem-Based Learning because when students have to learn by themselves, they have to make decisions about what they should do, to analyse, think critically, and learn to think outside the box more than studying by means of lectures. This might give students opportunities to think more freely and come up with their own ideas.

On the other hand, students might not have a clear understanding of what they should do and it might be difficult for them to learn by themselves without lecturers giving them information. For example, when I study using

lectures, I sometimes still have a problem and don't understand what I should do. So I think students might not be confident with doing things this way. Thai students don't really like asking the teacher to explain things again – they'd rather say they understand what the lecturers wants them to do than ask them again. Students are used to teacher-centred learning because they have used this model since they first began to study. So they might not like learning this way and might not have a sense of responsibility towards their study.

(iv) What do you think of the use of the Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I like this kind of game and I've already studied using one. I think Simulation Games are a tool that can improve students' abilities, skills and knowledge. They allow students to learn what they should do and to become independent. I think this game makes students more willing to accept doing business in uncertain situations and allows them to learn from their mistakes, to successfully develop their new ideas and to think in a new way. From my experience of learning using the game, I'm sure that it gives students more and more power to move past their mistakes and not to blame themselves when they do something wrong – instead, they might try and try to do it again in order to improve and achieve what they want for their life. This kind of game can also help me to have lots of ideas and strategies to use in different situations to achieve a successful business in the game because in some games, students shouldn't keep using the same strategies if they want to be successful. I really like it and I hope the university might use this pedagogy for teaching students at university. Students can test their understanding of their studies and learn what abilities, skills, and knowledge related to entrepreneurship they need to improve. Students might enjoy playing simulation games and might become more interested in being entrepreneurs. I think it can allow students to experience a new environment that makes them more imaginative and creative in their thinking because sometimes students just have lectures every day and they might feel bored and sleep in class. But students might get stuck in the English version of the game because it might be hard for them to understand at the beginning.

(v) What do you think of connecting students to entrepreneur through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I like to meet with entrepreneurs because they can inspire me to want to have experiences in entrepreneurship. Now, after listening to the entrepreneurs speak, I would rather ask myself what kind of businesses I would like to start after I graduate than focusing on applying for a job with a company. I think meeting entrepreneurs might provide more opportunities for students to learn about entrepreneurship. Students can learn about big or small problems from entrepreneurs who have already experienced real-world situations and how have found ways to solve problems. Entrepreneurs might inspire students to have a more positive attitude towards becoming entrepreneurs and be more willing to accept the idea of living with uncertainty, complexity, and difficult problems in the future. Students might have more opportunities to ask questions, discuss, and share ideas with entrepreneurs about what they need to know and improve their abilities related to real-world situations and get up-to-date business news.

I think this might inspire students to become entrepreneurs, but for me, I've met entrepreneurs just once or twice, and it didn't inspire and motivate me to become an entrepreneur because I don't think I listened to them very much and it wasn't a long-term thing, I just forgot about it after it finished. On the other hand, students in this course might have more opportunities than I did to meet them and it might inspire them to become entrepreneurs. Students might have more innovative and creative new ideas about starting businesses that are different from what other people do and might think more positively about becoming entrepreneurs.

It might be hard for the university to find entrepreneurs to visit because they might be busy with their businesses. I'd like make another suggestion: it should not involve a very large audience because students might feel uncomfortable and be shy about asking questions when they don't understand what entrepreneurs are talking about or want to know more information. I don't want the students in this course to have bad memories like I do. I want to see Thai students sharing ideas, having discussions, and asking entrepreneurs questions when they have this opportunity through the university. And students might gain a new network after this activity.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

Yes, I think these kinds of skills are important for doing business even though I've never engaged in business. Thai students like to use word-of-mouth marketing. I think it's a good idea for students. Thai universities should arrange activities involving other faculties that might be relevant to improving students' negotiation and networking skills. I think this will be important for students when they want to start a business. They need to have network and negotiation skills to expand their future business relationships with business partners and clients.

At the moment, new fashions and modernisation are important for products and services. New Thai entrepreneurs need to realise the importance of innovation and creativity and do things differently from other people in order to get new opportunities to compete with other countries and other people. This might attract interest from foreign investors and importers. The university should take students to visit some innovative companies in order to improve students' capacity to come up with new ideas.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I think everyone has a dream and would like to achieve their goals and to learn. I think this course needs to get students learning by doing business at universities because it might provide students with entrepreneurial experience of doing things by themselves and they might learn from their mistakes and problems. This might help students learn more about how to be successful and apply their knowledge to real situations. This course is not just about memorising but rather about doing things in real life. I think having students learn only in class is not enough for them. The course might motivate students to become entrepreneurs after graduating and to do things

outside the box. They might have more opportunities to create innovative ideas as a result of their learning experience at university.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship ?

I'm absolutely sure that the university needs to teach this course because it's important for students to study a course that's relevant to the world of business. I think people who are entrepreneurs need to keep up-to-date all the time to run their business well. Of course, this also relates to enhancing the Thai economy. Sometimes when I see businesspeople, I feel like I want to be more active like them and make me feel like not just doing the same old thing. I wish I could have studied this course when I was in first year, and I hope I can study this course in the future. I didn't get enough entrepreneurial experience at university because they don't offer this course – they have other subjects instead. I can tell you now that the reason why I don't feel like becoming an entrepreneur is because I don't have enough confidence in my abilities, skills, and knowledge. I think it's hard for students to plan to become an entrepreneur even if they want to.

My studies at the moment put me under too much stress and I don't have time to rest, so how can I have good ideas? I have to memorise my coursework for my exam. I don't have time to think innovatively and creatively. A good thing for the university to do if they offer this course is to have an entrepreneurship department and full time study for this course, which would give students more entrepreneurial experience that can apply to real situations after they graduate. I've heard that lots of students like to delete what they learnt at university from their memories, to "give it back to the lecturers" after they finish studies. It doesn't stay with the students for the rest of their lives.

Another important thing is to increase awareness of entrepreneurship among students. The university shouldn't just focus on teaching students to improve their knowledge and skills – it should also encourage students to start doing business or do something new and creative in their real life. The university should give opportunities both to students who have a business family background and to those who don't because everyone has their own dream and wants to achieve and have a good life and make a lot of money. At the moment, nearly everything in Thailand is unequal and the opportunities go to rich people first and poor people later.

I think this course might help students develop clear goals after they graduate and have a better idea about what they should do. I think students in this course would be more confident about what they want to do and more independent in their thinking and have the initiative to something new. It might provide more opportunities for students to start their own business rather than just getting a job, so they might be more able to avoid job competition with other students and other universities. It's hard to find jobs even if you have good qualifications but don't have family connections. Students in this course might have a strong attitude and depend on themselves more than on other people even if they're not successful in what they do – but they won't give up and they'll learn from their experience to do better next time or make use of their experience to work for other people.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

Yes, it's not just their role but a necessity to introduce a course to teach students at universities to enhance the Thai economy by increasing the number of entrepreneurs. I believe that having more entrepreneurs can reduce unemployment. I think many university students from the country would rather work in the cities after graduating than go back to their home town because students might think there's nothing to do there even if they have a lot of good natural resources. I think the reason that students would rather become employees is that they don't think about being entrepreneurs and don't have the opportunity to improve their entrepreneurial expertise at universities. This course might get students to realise the importance of assisting society by giving money to schools in their hometown to help students who would like to study but don't have enough money to continue, and they might emphasise the importance of the environment by saving energy and recycling. I used to do activities like this at Hat Yai University. I really liked it and it felt very good when I helped other people. I think students in this course might be similar to me, especially if they have a lot of money – they'd like to assist Thai society as much as they can.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

Universities need to change in the structure of the faculty of business in order to teach entrepreneurship effectively. I think students don't understand entrepreneurship clearly, and some students don't have any idea about it at all. They're not used to entrepreneurship. I think the university needs to raise awareness of entrepreneurship to clarify the goals of this course for students and their families. Thai families won't let students study if they don't know about this course. They might question why students chose to study this course and might think they won't have enough money to support them if they want to start their own businesses. Thai families still want their children to work for the government to keep face in their society and be proud of their children rather than having their children taking the risk of doing business.

I think this course might develop students' attitudes towards their study – so that they think it's not just about passing their exams but it's also to improve their skill, knowledge, abilities, and ability to think outside the box and to give them entrepreneurial experience that they might apply to real situations. After graduating, they'll be more willing to become entrepreneurs who can face obstacles, accept living with uncertainty, and want to achieve.

A seminar for new students of this course is important for students and their families because it would allow the university to describe the course and clarify the goals of teaching entrepreneurship and the need for new pedagogy for teaching the entrepreneurship course that focuses on both the theory and experience in order to develop entrepreneurship skills in students.

I think the pedagogy might be different from their old learning style, so students need to know what kind of pedagogy is going to be used in this course – using self-learning rather than focusing on teacher-centred

learning. The university needs to emphasise the importance of developing the skills of independence, leadership and entrepreneurship, especially innovation and creativity, because students can apply this in their real life, whatever situations might arise, and be able to adapt to the changing economic climate in Thailand. The current university pedagogy lacks emphasis on improving students' ability to be innovative and creative in a way that's to relevant new business demands.

Lecturers who teach this course need to understand the aim of this course – to encourage students to engage in innovative and creative entrepreneurship – so that they can adapt their style to suit the course. It's not only this that has to change – lecturers in this subject also have to change because my current lecturers do not want to change themselves and their teaching style to incorporate innovation, creativity, and new technology. They would rather just read from textbooks that have been used for many years and haven't changed at all. It bores me and makes me stop worrying about my marks and my attendance. I'd rather stay at home and read everything by myself. I think if the lecturers don't want to change, students won't want to change either. The university needs to make decisions about who can teach this course and look for the right person. If you take the lecturers from other subjects, it will be hard for students to improve their entrepreneurial expertise. I think students would like to discuss and share ideas, to analyse, and to ask the lecturers questions, which can improve their independence when they are entrepreneurs. Lecturers at Hat Yai University are more focused on teaching students through lectures rather than student-centred learning. We should use a different teaching methodology. I'm bored with studying the same way every day. It doesn't help me to improve my ability and skills.

It's important for the university to train lecturers to improve their teaching style so that it's up-to-date and meets the needs of students. Lecturers need to have a clear understanding of what kind of entrepreneur the programme aims to produce. Innovation and creativity are important for doing businesses because people in the world seem interested in these things, things that are modern.

To suit people's demands, the university needs to emphasise the importance of improving innovation and creativity for competitiveness and success and to emphasise practical learning rather than theory. Because Hat Yai University doesn't teach enough entrepreneurship at university, the university needs to have a full time course with its own faculty that's not linked to other subjects to give more opportunities for students to understand and improve their entrepreneurial experience. I think it's not only students in this course who would like to be entrepreneurs, so it's a good idea to provide this course to other students of other faculties so that they can use the skills they've learnt at the right time for them.

Student 9

What does the word “pubragopgarn” [entrepreneur] mean for you?

For me, a “pubragopgarn” is a person who owns a business, who plans, who organises and who faces problems by themselves.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to student participants].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I've experienced learning using the Case Study Method in class. I found it a good and useful study method. I really like it. Perhaps it was because of the Case Study Method that I liked to sit in the front of the class. I used to sit at the back of the class because I wasn't interested in study and didn't want to answer any questions. I used to fall asleep until the end of class. When I studied case studies, on the other hand, it woke me up and I enjoyed the class. I think learning by using this kind of pedagogy is important because it's becoming necessary for students to learn, analyse and think outside the box, since everything in this world is changing and we don't know what will happen. When I learn using this pedagogy, it improves my ability to think, analyse, and learn by myself. It tests my knowledge and my ability to create new ideas or knowledge in ways that I wouldn't know unless I studied using this pedagogy. With the Case Study Method, I don't stop thinking when the class finishes. It pushes me to continue thinking and analysing the case until I understand it, which can develop my analytical skills for next time. Learning by using the Case Study Method encourages students to apply their knowledge to real situations. When I learnt in class using this method, I had more opportunities to make presentations in front of my friends and lecturers. I was able to discuss and sharing my thinking with them.

As far as disadvantages are concerned, in my experience, I think time might be a problem for students because they're used to having lectures and listening to the lecturers, so it might take them longer than studying in other ways to understand the key point and analyse the case studies. And the Case Study Method might not be up-to-date or relevant to real life because sometimes lecturers follow the book without thinking of taking the case from real situations. I think learning from the Case Study Method might be difficult for students because it seems to be about learning by themselves more than learning from lecturers, so students might need to change their learning style to include analysis, critical thinking, and sharing ideas with other students.

(iii) What do you think of the Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think Problem-Based Learning is a good method for the university to use. I can't remember exactly about being taught with this pedagogy but I think I might have been. I used to learn by being given a problem and having to find the best way to solve it. It was good because I was able to apply the ability that I had and improve it. I think if I had more opportunities to study using this kind of pedagogy, it would help me to improve my entrepreneurial

skills, so this kind of pedagogy is relevant to entrepreneurship. I'm sure of it. I think Problem-Based Learning seems to involve challenging, real-world problems, and it might give students more opportunities to apply their ability and skills in the real world in situations of uncertainty. I think if students are always meeting complex and difficult situations in their study, it can help them to improve their ability to solve problems when they're facing real problems. Problem-Based Learning can help students apply their own thinking and ideas and to analyse problems by themselves. It would also give them opportunities to research information. This can improve students' sense of responsibility and their ability to learn by themselves. On the other hand, I think because students (including me) are used to lecturers telling us what to do, it might be difficult for us to understand and we might not take responsibility for our own study. This might cause problems at the beginning because students need time to adapt themselves.

(iv) What do you think of the use of the Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I've experienced learning using a Simulation Game. I think it was a good way for students to improve their business skills because it's similar to doing business in real situations and students need to think about what they should do to make a profit and avoid losing money. I enjoyed this pedagogy because I was able to keep thinking about the business process and it tested my knowledge and abilities. It was an enjoyable experience and it motivated me to study because I was able to learn from the successes and failures resulting from my own actions. As well as that, sometimes I had new ideas about doing business during this game and after I finished it. This game helped me to repeatedly trial different strategies from different situations until I found the most effective one. When using this game, I thought about the consequences of my actions, so I think in the future if I had my own business, I would do a lot of thinking about the result before I started doing business.

On the other hand, it was a bit difficult for me because it was an English version, although it was a good way for me to learn English, which is especially important to learn nowadays. I think lecturers who teach with this pedagogy should have good computer experience because they need to help students with using computers and the simulation game. This game is most suitable for teaching students in later years of the undergraduate programme because they have more critical thinking skills and they have more experience as a result of their study.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I've experienced meeting with entrepreneurs. I liked them a lot because I think of entrepreneurs as my heroes because they face both failure and success but never think about giving up. They [the entrepreneur speakers] gave me a new dream. I think when I met entrepreneurs they helped me understand more about how to do business. I improved my businesses knowledge in areas like planning, organisation and how to do business well. These entrepreneurs taught me about particular strategies for having a successful business that I didn't learn from the classroom. I was able to talk with entrepreneurs about real business problems that I wanted to learn about and find out what kind of problems they usually encounter and how they solve them. I was pleased to talk with people who had real experience because they were able to tell me more about real situations. I liked sharing ideas with entrepreneurs because they could tell me about up-to-date businesses news. I suggest that meeting businesspeople or entrepreneurs with differently-sized businesses is useful for students because they can help them with improving their critical thinking skills and give them new information. Myself, I wanted to become an entrepreneur after I met and talked with them. I don't know why, maybe I wanted to have more money like them. My thinking about doing business has changed because I used to think it was difficult or impossible for me to do it, so becoming an employee would be much easier for me, but now I don't think it's so difficult if you want to do it.

On the other hand, I don't like to have lots of students for a seminar because sometimes students will be shy and scared about asking questions and it might difficult for them to talk about what they want to suggest because they don't want other people to laugh at them. Similarly, I would have liked to ask questions and share my ideas and opinions with the entrepreneur, but I thought I should stay quiet rather than talk because I am not confident and I was afraid that my friends would laugh at me about my answer. When students were listening to one entrepreneur who had a different background and status, I thought it would be hard to start doing businesses like him because everything has changed now. Doing business may not be as easy as it was in his generation and I think his status and back ground is too far away from my real life.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

I think at the moment networking is becoming important for doing business and for expanding your business, so encouraging students to do it should be useful for their future. I think the university needs to support activities between faculties so that students can get to know each other, have a talk and share experiences about things that might be useful for them. To improve their innovativeness, the university should take students to visit exhibitions of innovation businesses because students might have more new ideas when they see real businesses. This might be useful for improving students' creativity and innovativeness.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

Myself, I'd like the university to focus on learning by doing more than they do now because if students learn by themselves from real situations, they'll have more opportunities to improve their abilities and skills. I think it would be better than just following lecturers. Some things I think students need to learn by themselves. If they won't learn, they won't know, but the more they learn, the more they improve.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

I think it's not just the role of universities to teach this course – they should start putting emphasis on encouraging more students to be entrepreneurs. I would have liked to study this course. I want to have as much money as I can because I want to be able to look after my mum and dad as much as I can and have enough money for myself. When I was studying at the university, I really didn't have enough entrepreneurial experience. I studied entrepreneurship for one short term. I started to like the idea of being an entrepreneur or business owner after studying the small business unit but that feeling ended after the course finished. I wanted to learn more about creativity and innovation.

I think this university is similar to other universities that are not focused on teaching entrepreneurship even though they'd like students to start a business, and maybe they don't have the right pedagogy to teach students. These problems might be hard to solve because the aim of the university – to inspire students to do business – and their way of their teaching and acting are different. I think teaching this course would not only improve students' entrepreneurial skills and experience but also interest students in becoming innovative and creative entrepreneurs. It might give students a clear, suitable goal about what they should do after they finish studying. Students might be able to apply their ability and knowledge in life-long learning.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

I'm not really sure, but this course will be relevant for developing the Thai economy because students will have work to do and they might have new opportunities for exporting and attracting overseas investment. Students in this course might realize how important it is to help people who have problems as much as they can – the university has already done this kind of thing.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

Of course, if the university were to teach this course, it would need to change many things to make it effective. I think the purpose of students' study is to finish their degree and impress their families. I think the university needs to emphasise ensuring that students understand entrepreneurship because if they have a clear understanding of entrepreneurship, they'll have more opportunities to start their own business after graduation. So it's important that students study entrepreneurship education and have entrepreneurial experience when they are at university. I'd like to study a course that can improve my ability, skills and knowledge because I would like to apply them in my future life, which can't be predicted, and so they need to be able to suit a changing world. I think the university does not put enough emphasis on creativity and innovation skills because I've studied from textbooks more than learning by myself or by doing and I don't have much ability to think outside the box. I know it's not a good idea to talk about my lecturers, but I'd like to make some recommendations in order to motivate some lecturers who are lazy and don't want to change themselves. I experienced learning the same style from my lecturers and almost always from textbooks. I didn't like it but I had to study because I wanted to finish my course. I want my lecturers to have a different style from how they're teaching now, something that suits the changing world and meets students' requirements. I think lecturers play a vital role in changing and developing students' knowledge, skills, and ability.

Another thing is that when I was studying in the classroom, I didn't have enough opportunities for sharing ideas, discussing, analysing, thinking outside the box and critical thinking. Instead, I was taking notes and listening to lecturers. I think this course might be a good way to give students a new style of learning and encourage them to become more entrepreneurial. In order to make this course effective, the lecturers who teach it need to have enough knowledge and to have studied this subject directly. It's not a good idea to allow lecturers from other fields to teach this course because they might encourage students to like them, not entrepreneurs. Lecturers need to have a clear understanding of what kind of entrepreneur the programme aims to produce and to help students clearly understand the new meaning of “*phupragopgarn*” because when I heard the word “*phupragopgarn*”, the first meaning I thought of was a business owner but after I heard from you I think your meaning is clear and suits the changing world. We need to understand entrepreneurship. I think the university needs to explain that this course will emphasised innovation, risk-taking, and high growth business strategies before the course begins so that they can understand the course. I think it's not enough time for practice if Thai universities teach entrepreneurship as one subject among others.

I think it's a pity that Hat Yai University lecturers emphasise teaching by giving knowledge to students rather than teaching them how to get knowledge. My lecturers always stand in front of the class and talk from PowerPoint presentations until the end of class. I want to tell them I don't like it – I want to have more experience with sharing ideas, analysis, and thinking outside the box because I won't be sitting in class all my life. I think lecturers are important for students' willingness to study because if lecturers are unfriendly and look angry all the time, it makes it harder for students to study. When I was in my second year, I had a lecturer who looked angry and unfriendly. So sometimes I would have liked to ask her questions, but I told myself it would be better to keep quiet so that she wouldn't take marks off me. Every day before I had this class, I felt bored and I really didn't want to study with her. She made me feel bad even before the class started.

Student 10

What sort of teaching style do you experience in your classes?

I've experienced lecturing in class but sometimes I've learnt by doing analysis, discussion, and presentations. I liked studying both with lectures and with student-centred learning but I prefer student-centred learning. Student-centred learning was a good way to improve my ability, knowledge, and skills. It was enjoyable.

What does the word “*pubragopgarn*” [entrepreneur] mean for you?

For me, a *pubragopgarn* is a person who has enough money to start their own business.

What do you think about this course?

I am not sure about this course. It might encourage students to become entrepreneurs because this course is focused on giving students entrepreneurial experience at university.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to student participants].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I've learnt using the Case Study Method. It was good for me because it made me more interested in studying than lectures did. I improved my confidence in giving presentations because I had to discuss and analyse cases with lecturers and other students. We could share all sorts of ideas with each other. I learnt things I had never known before. This method inspired me to keep thinking about a lot of things relevant to the case and come up with creative new ideas. I know that I improved my ability because of the case studies. The Case Study Method not only gave me practice in discussing the case with the teacher but also taught me to do things differently and that I can be as successful as other people.

On the other hand, this kind of study might make it hard for students to understand what to do because they are used to learning with lecturers rather than doing it by themselves first. But I think it's good and useful because it makes students learn by themselves. Some case studies might not be relevant to students' real lives because the case has been used for a long time. Using the Case Study Method might have problems at the beginning because students have to think both inside and outside the box, analyse, think critically and have new ideas. Myself, sometimes I really don't understand what my lecturers are teaching me, but I'd rather ask my friends than ask the lecturer because she might not want to explain it to me again. I don't want the lecturer to be angry with me and asking why I don't pay attention when she's teaching me.

iii) What do you think of the Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I've experienced this kind of pedagogy. It's a good, useful method because when I do my assignments, I often copy the information from the Internet. I don't want to use my own ideas, or use critical thinking or any analysis. On the other hand, when I studied using problem-based learning, it improved my ability to research information by myself and allowed me to form my own ideas. I didn't want to copy answers from other friends any more. It actually improved my creativity and ability to think outside the box. It gave me practise in independent research skills. On the other hand, I think this method might be difficult for students because they are still used to teacher-centred pedagogy.

(iv) What do you think of the use of the Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I've experienced this pedagogy. It was very good. I really liked studying this way. I was able to learn more than usual because it taught me to learn from failure and success in ways that were relevant to running a business. It seemed liked I had my own business because I needed to plan, organise, make decisions, and try to run my business profitably. It tested my knowledge, understanding, ability and skills. These games encouraged me to become an entrepreneur in the future. They were relevant to the real world because they prepared students to learn and know more about doing business before they started.

On the other hand, it was a bit of a problem because the game was in English. It was difficult for me to understand clearly, but it was OK. I was able to guess things and learn about English. I spent a lot of time trying to understand the meaning of English words because I'm used to learning in Thai. I'd like to learn from the simulation games but I worry about my computer skills not being good enough. I'd actually prefer to study theory to avoid this problem. I think this game might be suitable for the later years of the undergraduate programme because students will have enough experience, ability, knowledge and skills to learn using these kinds of games.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

If this course is about entrepreneurship, it will be necessary to meet with entrepreneurs. This might inspire students to become entrepreneurs. I've experienced meeting entrepreneurs. It felt good to talk with people who are doing business. I learnt about both successes and failures in doing business in the real world from people who had faced problems, and they told me how hard it was to solve problems. I learnt up-to-date business information. I remember one entrepreneur told me about how to face and solve problems when you're doing business. He inspired me to start a business in the future instead of becoming an employee. I'd like to do challenging things that can test my ability and to apply my knowledge, ability, and skills in the real world. I'd prefer to try to do something rather than not try it. I've met different entrepreneur speakers with small, medium and large businesses. I learnt a lot from them because they had different attitudes and thinking and management styles, but all of them were good and inspired me to be like them. I felt a bit negative about becoming an entrepreneur, but when I was speaking with entrepreneurs, I changed my thinking about becoming an entrepreneur and started thinking more positively.

I think when the university invites entrepreneurs, it would be better to invite local entrepreneurs or entrepreneurs who have a background similar to those of students because it might encourage more students to be like them. For example, when I was listening to one entrepreneur, I wanted to become like him, but I felt that it would be

difficult or even impossible for me. I think he had more opportunities to do business than me because he had a rich family to support him, unlike me.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

I think it's a good idea to emphasise student networking because it might help them when they are going to start a new business. In order to improve innovation or creativity, the university should take students to visit innovative businesses in Thailand or perhaps overseas. It might help students to develop new ideas from what they see and perhaps think more than they used to. If we focus on studying in class, it will be hard for students to think beyond what they learn or experience. If possible, the university could have competitions between faculties or universities.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I think students need to learn to do business by themselves, which might help them to improve their ability to think outside the box, analyse and know how to solve problems, because some experiences are hard to learn well from other people. I hear from my friends that they have faced many problems in their work which are not relevant to their education, so I think if students were to study this course, it would be a good idea to give them practice in learning to run businesses and being entrepreneurs. Students should have more opportunities to learn by doing business at the university.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

I think the university should teach entrepreneurship education in order to encourage students to become entrepreneurs. I remember studying this subject once but it wasn't enough education for me. I think entrepreneurship is an interesting course for me to study but the university doesn't teach students enough – and I only learn the basics of entrepreneurship. It didn't really give me the opportunity to improve my entrepreneurial experience. It's a one-term small business course connected to another course. I think this course should be separate and have its own course to give students more opportunities to learn and understand about entrepreneurship. This course needs to improve in innovation and creativity to suit the changing economy. If students were to study this course, they would not only improve their ability, skills, knowledge, and entrepreneurial experience but it would also inspire students to start a new business in the future. This course might make it less likely that students have to look for a job because starting a business might be hard for some students who do not have support from their families.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

I think this course is relevant to the Thai economy because if Thailand has new entrepreneurs who emphasise the importance of innovative and creativity, it will boost the Thai economy. I used to do campaigning at university to raise awareness about HIV among teenagers and adults to reduce the incidence of HIV infections. I felt very good about it and people respected me for it.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

I think if this course were taught at the university, it would need to adapt the teaching style and pedagogy. I think the university needs to explain the nature of entrepreneurship and the goals of this course because it might help students to make a decision about what they should do after graduation. The common questions I was asked by Thai university friends before I graduated were 'What kind of company would you like to apply for a job at?' or 'Where would you like to work?' I think if students had new opportunities for studying entrepreneurship course at universities, they would change the questions to 'What kind of business would you like to start?' and pay more attention to being an entrepreneur after graduation. The university should have a seminar about teaching this course with student's families and students to give them a clear understanding about this course and what entrepreneurship means for this course. For me, "phubragopgarn" (entrepreneur) meant a person who has a lot of money to do business. That's the reason I didn't want to become a "phubragopgarn" because I don't have money. So if students have a clear understanding of what entrepreneurship means, they might be more interested than before.

Student 11

What does the word "pubragopgarn" [entrepreneur] mean for you?

I think "pubragopgarn" is a person who has ideas and dreams about having a lot of money and being a boss by starting their own business.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to student participants].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I think using this pedagogy is a good way to teach students at the university because it might help them to learn, think, and analyse. Using this pedagogy can encourage students to learn by themselves before they ask lecturers or other people. If this course gives students opportunities to think when they study, it might encourage them to generate innovative, creative new ideas to do something different from other people and have the confidence to make their own decisions and trust their own judgement. I think when students have the ability to learn by

themselves, it might help them to apply their knowledge to real situations. When students learn by using the Case Study Method, it can help them remember what they learn. I remember that the Case Study Method helped to improve my presentation skills because I had to talk in front of the class. It made me nervous but it was a good experience. I think if students in this course were to study this pedagogy, it would be a good way of helping them to have the confidence to talk to other people, as it did for me.

On the other hand, I think students might not have enough time to think about the cases carefully because they lack the ability to learn by themselves and to think, analyse, discuss, share ideas, and read. This pedagogy is useful and good but students might find it difficult. Another problem is that students might not have confidence in their thinking and analysis about the cases.

(iii) What do you think of the Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Yes, I think it might be useful for students to learn this way. I think the more students learn from many problems, the more they can improve their ability to find the best way to solve them. Students might find it difficult to study using this pedagogy. What's good about this pedagogy is that it encourages students to have a new way of thinking, to learn from their own experience, to have trust in their own judgement and to take risks in uncertain situations. The fact that Problem-Based Learning allows students to research information by themselves will encourage them to improve their research skills. Problem-Based Learning reminds me to check and research necessary information before I do something. I think this is an entrepreneurial skill that I need to learn in order to be an innovative entrepreneur who produces new things and doesn't copy things from other people.

On the other hand, students might not like to learn this way because students might find it difficult to use this pedagogy because they're used to teacher-centred learning.

(iv) What do you think of the use of the Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Yes, this pedagogy is very good and useful for students to learn in order to motivate them to know about doing business. I've studied by using Simulation Games. They helped me to learn more about what I should do if I were to start my own business because I need to make decisions, plan, and organise to avoid losing money and find a good way to make my business prosper. So I found the simulation game to be a fantastic method for improving my ability, skills, and the way I think about how to organize a business to get maximum profit. Everything seemed like a real business. I learnt a lot about starting a business and what kinds of decisions would lead to failure and success.

I think using Simulation Games is a new, modern and excellent methodology. It made me think about how to be successful and avoid failure. I didn't want to stop when I played this game, and I kept thinking about it after class. I enjoyed it. I experienced more than I thought I would about how to do business and develop a strategy, which was amazing. I liked learning using this pedagogy because it gave me feedback about what I was doing whether I failed or succeeded. I can guarantee that students will find this game enjoyable because when I was playing this game, I wasn't bored and I liked studying in an active way. I think the business simulation games motivated me to become an entrepreneur and improve my skills because I enjoyed learning this way much more than any of my other subjects, which bored me. On the other hand, it was difficult for me because it was in English, but enjoyed it because I got the chance to guess and remember academic words.

You asked me about how important negotiation is for students to learn. I think it's a good way for students to learn because it's relevant for students when they're going to do business. They might be able to use these kinds of skills to make them become more confident in what they are doing.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

Yes, I think meeting entrepreneurs is an important way of teaching entrepreneurship education because if students are to become entrepreneurs, they need to meet people who are entrepreneurs. I think students might learn many things from real world people who have had experience about doing business and learn things they didn't know before. If students have the opportunity to meet entrepreneurs who have differently-sized business, they'll be able to learn about doing business in different ways. I think entrepreneurs can inspire students to become entrepreneurs after graduation. I remember meeting an entrepreneur at the university – after I listened to him I had a dream that I wanted to become like him.

On the other hand, sometimes entrepreneurs might not have enough experience about teaching like lecturers and the university might find it difficult to invite entrepreneurs because they're very busy and might not know how to teach students well. I think there might be problems with students not asking entrepreneurs questions even if they want to know something because they might not be confident about their questions and worry about the people around them.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

Yes, I think networking is important for students to learn because social networking is key factor in people's life and it might be able to help students when they start to do something. I think the university might need to hold activities between other faculties and other universities because this might encourage students to get to know more people and exchange information and knowledge that is necessary for their career. Because the purpose of this course is to encourage students to become entrepreneurs who think in innovative and creative ways, it would be good to take students to visit innovative companies or innovation exhibitions to give students new images and ideas.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I think students should have opportunities to learn by doing or outside the university because it might give them optimism or new perspectives about where the world is going. I think they should have entrepreneurial experience by doing things for themselves in order to improve their ability, skills and knowledge about doing business.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

Yes, I think the university should teach this course because many students, including me, would like to become entrepreneurs – I wish I could have studied this course when I was doing my first years at university. I think if I studied this course, I might have clear goals about what should I do, but at the moment I'm confused about it. Although I didn't grow up in a business family, I would like to learn entrepreneurship courses in order to do something different from the rest of my family. I want to have my own business doing something completely new. I might find it difficult to become an entrepreneur because I don't have enough entrepreneurial expertise. I've studied entrepreneurship for one semester, but I don't think it was enough education in entrepreneurship to encourage me to become an entrepreneur. So the university should offer more opportunities for students to study this course if they want students to become entrepreneurs. Students need to increase awareness of entrepreneurship. Myself, I'm still confused about what entrepreneurship is, so how can I become an entrepreneur? Maybe students in this course might not have to look for a job after graduation because they might pay more attention to starting their own business.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

Of course, this course is relevant for developing the Thai economy by reducing unemployment and boosting economic growth. This course would be useful for the Thai economy – at least students would have jobs to do.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

I think if this course were to be taught at the university, the university would have to change things that don't suit this course or the world economic situation. I think the first thing that needs to change is students' and their families' attitudes because many students think that the purpose of their study is to get a degree with high grades in order to impress the family rather than improve their skills, knowledge and experience from what they're studying. The second thing is that the university should emphasise helping students understand the nature of entrepreneurship and the aims of this course in terms of what they can do after graduation and how this course will be useful for their future. This is important for students to know before they make decisions to study this course. I think the university needs to explain the word "*phupragopgarn*" with the same meaning it has in your research to encourage students to become innovative and creative entrepreneurs.

I think pedagogy needs to be adapted in order to make this course effective. The university might need to change to a new teaching style that can help students to improve their ability to think outside the box and to give them skills and knowledge that are necessary for their real life and that they can apply to real situations. I'd like to see the university have a new way of teaching by focusing on student-centred learning because it might help them to think, analyse, share ideas, and develop oral communication and other necessary skills so students might be able to use what they learn. I think the university might need to emphasise innovative and creative teaching because these kinds of skills are becoming important for the world economy. I think the existing methodology for entrepreneurship teaching didn't improve my skills in thinking outside the box or creating new products when I studied this course. So I think the university needs to have a methodology that suits the needs of students and the changing times. And lecturers, I think they need to change their teaching style because lecturers teach the same way every day. Some lecturers don't spend enough time preparing – they just read from a book and never ask students questions.

Student 12

What does the word "*pubragopgarn*" [entrepreneur] mean for you?

What I think about this word is that it means someone who has a lot of money to start their own business, because if they don't have enough money, it will be hard for them to have their own business.

(i) Can you give any examples of aspects of Sino-Thai culture that you think encourage and assist Sino-Thais to become successful entrepreneurs? (if yes): Can you think of any ways in which such aspects of culture could be encouraged in a program of entrepreneurship studies?

[This question was not addressed to student participants].

(ii) What do you think of the Case Study Method for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

I've experienced using the Case Study Method. I really like it, but unfortunately, I didn't get the opportunity to study this way for very long. I remember this pedagogy helped me to think a lot and to apply my knowledge to analyse and share ideas with other students. I learnt from working by myself and from team work. I think this pedagogy might help students to learn critical thinking and analysis. When students learn to think by themselves, it might be easier for them to use their knowledge and remember what should they do. Students might be able to solve the problems they face, deal with uncertain situations and make decisions by themselves. On the other hand, I think that because Thai students are used to lectures and following teachers, they might find it difficult to study using this pedagogy at the beginning. Students might need more time to think and analyse the case and they might not understand clearly what they should do and lack confidence.

(iii) What do you think of Problem-Based Learning for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I like to learn this way because it's good for students to learn from problems. The more students learn, the more they'll know about how to solve problems in the situations around them. It might help students to get better at self-directed learning because they need to research information. Learning this way might help students to trust their own ideas rather than copying or following other people without thinking by themselves. These skills might help students when they become entrepreneurs. On the other hand, many students might not like learning this way because it requires more responsibility than they're used to, but it would be good to give students an opportunity to practice and learn from difficult things.

(iv) What do you think of the use of Simulation Games for teaching entrepreneurship? Do you see any advantages? Do you see any disadvantages? Is it consistent with Thai cultural values?

I really like this kind of learning. I've experienced using this pedagogy. Doing business games at the university was a good way for me to learn because when I was learning this way, it felt like I was a business owner in real situations because it gave me opportunities to think, organise, plan, and analyse in order to make my business have a profit. I learnt a lot from the business game – it gave me lots of practice because I kept testing my brain and ability so that I could make my [simulated] business successful. I was able to learn about starting the kind of business that I want to have in the future. I found it a really interesting way of learning new things and I enjoyed testing my skills. I think using this method for teaching students at university can motivate them to be entrepreneurs. I was proud of the result after I played the simulation game. I think I now know and understand what makes a business successful, and if I have a business, I'll avoid doing the things that led to failure in the game. I realized that there are lots of choices involved and many different ways of running a successful business. After I played this game, I learnt what I understood and what needs to be improved in my ability and my thinking. This game taught me to face difficult problems and find a good way to solve them and to develop deeper and more critical thinking, which wasn't easy for me to do. It made me feel like I was doing business in a real situation.

It's better for students to learn by doing even if it's a game because if students don't learn to do business, students will not know how to be entrepreneurs because they might not have feeling or be inspired from what they learn. I think if students get a foundation of knowledge about doing business at the university, it might make it easier for students to do business. On the other hand, my problem was not knowing how to play games well and getting bored when I couldn't fix problems by myself – it made me feel frustrated. So I think if you don't know much about computers, you won't want to learn using this game because it's hard to keep asking the lecturer for help. Although this kind of learning is difficult for me, I still wanted to learn because I like learning things by myself – if I don't learn difficult things, how will I cope with complex situations in the future? So I liked it even though it was hard.

(v) What do you think of connecting students to entrepreneurs through Local Community Involvement as a way of teaching entrepreneurship? Do you see any advantages? Do you see any disadvantage? Is it consistent with Thai cultural values?

Yes, I think if the university were to teach entrepreneurship, it would be a good idea for students to meet someone who represents the kind of person they'd like to be because they might learn something new and get a different sort of experience from people who are currently doing business and encountering real situations. I met entrepreneurs several times and they all had different kinds of businesses. They had both similarities and differences in how they became business people, but their experiences were interesting and taught me a lot of things that I'd never have known if I hadn't talked with and met them. They not only inspired me to become entrepreneurs, but they also pushed me to do something new and different and to accept the challenges and risks in the situations around me. I liked them. They inspired me to want to do things that I want to do rather than be scared and not do it.

(vi) How might Thai universities assist students to network, to create social capital, and to innovate?

Sorry, I don't have much of an idea about this question but it's a good thing for this course to assist students to networking, create social capital, and innovate.

(vii) Do you have anything more to add about how Thai universities might develop entrepreneurship pedagogy?

I think the university should give students an opportunity to learn by doing or by going outside the class because it might help them have new creativity and innovativeness because of what they do and see by themselves. I think sometimes it might get students to picture or imagine things more than just listening to what people tell them. I had the experience of starting a business at university. It was good practice but I wish the university had encouraged me to be more innovative and creative rather than doing the same business that all the previous students had done. I learnt a lot of things about doing business, both the positives and the negatives. Students in this course should do this kind of thing. It's useful and good for them to learn by themselves.

(ix) Do you think it is the role of Thai universities to teach entrepreneurship?

I definitely think the university needs to encourage students to become entrepreneurs as much as they can rather than become employed. If students study this course, they will have more ideas and inspiration to become entrepreneurs and think more positively about it because I think many students including me have thought about starting a business but thought it might be difficult for them to do it. I think when students think about entrepreneurs, their first thought is money, so this is the key obstacle for students who don't want to become entrepreneurs.

(x) Do you think it is the role of Thai universities to develop the Thai economy by teaching entrepreneurship?

I don't have enough of an idea to answer the question.

(xi) What needs to change if Thai universities are to teach entrepreneurship?

I think the university needs to explain the entrepreneurship course because it might be a new thing for students. If students don't understand what this course is about and what it can allow them to do after graduation, students won't be interested in studying it and their family won't allow them to do so. The university needs to explain about the new teaching style in this course because Thai students are more used to lectures than learning by themselves. This is necessary in order to avoid having students quitting the course, because it might be difficult for some students to learn this way without taking responsibility and paying attention to their study.

