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Enhancing Commitment to Teaching Entrepreneurship through Mindfulness and Readiness for Change in Higher Education Institutions

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ABSTRACT

Background/purpose – Research on teaching entrepreneurship which concentrates on the lecturers' perspective has been underexplored. This study aims to report on an explanatory sequential mixed-methods study that was conducted with a quantitative survey of the influence of mindfulness on Malaysian polytechnic lecturers' commitment to teaching entrepreneurship through readiness for change as a mediator. It also aims to report on the qualitative reasons behind the quantitative results.

Materials/methods – Survey data were collected from 171 lecturers teaching entrepreneurship or subjects embedded with the elements of entrepreneurial skills. This explanatory sequential mixed-methods study employed Partial Least Squares Structural Equation Modeling to analyze the quantitative data, followed by nine semi-structured interviews which were then thematically analysed.

Results – Findings revealed that mindfulness did not directly influence the commitment to teaching entrepreneurship. Nevertheless, readiness for change mediated the relationship between mindfulness and commitment to teaching entrepreneurship.

Conclusion – The qualitative interview data provided insight that lecturers' working attitude is an important factor to enhancing the quality of teaching entrepreneurship. Implications and recommendations for future studies are also presented.

Keywords – Entrepreneurship, mindfulness, partial least squares structural equation modeling (PLS-SEM), readiness for change, thematic analysis.

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1. INTRODUCTION

Commitment to teaching contributes to both the initial entrance of educators to the teaching profession, and to their retention (Moses, 2017). For teaching and learning, entrepreneurship education signifies that entrepreneurial behavior can be motivated through the design and delivery of either formal or informal entrepreneurship education (Watson & McGowan, 2019). Notwithstanding the significance attached to educators' commitment to teaching, research has shown that low commitment to teaching amongst educators is a significant problem for many countries (Moses et al., 2016). Lecturers in Malaysian polytechnics are not exempted; therefore, educators' readiness for change is considered an essential key factor in promoting effective changes and enhancing lecturers' commitment (Armenakis et al., 1993; Bareil et al., 2007). Moreover, Kernochan et al. (2007) stated that mindfulness helps teaching tasks to become more meaningful and thereby positively influences educators' commitment to teaching.

Practicing mindfulness improves teacher's reflective capacity, self-awareness, well-being, goal setting, and their motivation to teach (Jennings, 2015); hence, lecturers will likely be better prepared to teach entrepreneurship. In addition, mindfulness is a state of awareness whereby an individual pays attention to what is going on around them (Brown & Ryan, 2003). Therefore, mindfulness will help recipients to identify situations, where their implicit assumptions no longer hold true. Once they are better equipped to recognize a certain situation, they can revise their routine behaviors and avoid assumptions that are unsuited to the actual situation at hand (Gondo et al., 2013). In other words, mindfulness increases an individual's readiness for teaching entrepreneurship and, consequently, their readiness for change will enhance their commitment to the teaching of entrepreneurship.

Notwithstanding, research on teaching entrepreneurship which focuses on the perspective of lecturers has been rather underexplored in the literature (Neck & Corbett, 2018), despite mindfulness having extensive applications across all levels of education (Diamond & Lee, 2011; Greenberg & Harris, 2011; Semple et al., 2010). With this in mind, the current study aims to investigate the influence of mindfulness on lecturers' commitment to teaching entrepreneurship through readiness for change as a mediator, and more especially in the context of Malaysian polytechnics.

2. LITERATURE REVIEW

2.1. Theoretical framework

The theoretical foundation for the current study was the social exchange theory by Blau (1964). Social exchange is a mechanism that facilitates social communication and community structure, while also increases employees' accountability, trust, and appreciation. The expected reward affects social engagement more than what has been offered previously. It meant that the reward obtained decides whether the social relationship is improving or deteriorating (Blau, 1964).

More specially, as exhibited in Figure-1, social exchange theory explained that the lecturers' mindfulness and commitment to teaching were based on exchanges, which reciprocates in kind. Lecturers' commitment to teaching is a form of response towards the exchange relationship. Upon the social exchange theory, lecturers with higher levels of mindfulness exhibited higher levels of commitment to teaching, whereas lecturers with lower levels of mindfulness revealed lower levels of commitment to teaching. Furthermore,

social exchange theory highlighted readiness for change as a mediator between the relationship of mindfulness and commitment to teaching.

2.2. Commitment to teaching entrepreneurship

Commitment to teaching is a pledge or undertaking that represents the level to which individuals are being motivated to remain in the teaching profession. It also includes commitment to both their students and their school (Tyree, 1996). Commitment to teaching refers to a belief that influences the behavior of educators, as well as their performance, and the learning performance of their students (Pan et al, 2012).

Entrepreneurship education is a collective term for creative instruction within educational institutions such as universities, community colleges, vocational schools, high schools, and even primary schools, which share a desire to increase students' capacity for entrepreneurial support (Jones, 2019). Moreover, entrepreneurship education prepares students for their future working lives and as potential leaders in innovation, entrepreneurship, and management in the future through utilizing skills, knowledge, and attitudes that can best deal with the global challenges we face (Harms, 2015). Therefore, commitment to teaching entrepreneurship in the current study refers to the influencing of lecturers' performances and behaviors in order to develop their students' entrepreneurial skills and learning performance in entrepreneurship.

2.3. Mindfulness and commitment to teaching entrepreneurship

Mindfulness is a state of awareness whereby individuals pay significant attention to what is going on around them, whilst adjusting their concentration and consciousness in order to reveal their reality accurately (Brown & Ryan, 2003). Similarly, Siegal (2015) explained that mindfulness is being aware of what is occurring within and around us with a strong focus on moment-to-moment experiences that allow us to perform to our maximum in life. In other words, practicing mindfulness helps to develop our ability to experience life and to correctly perceive our experiences.

Srinivasan (2014) expounded that mindfulness encourages a more open and less reactive attitude to life. More specifically, mindfulness has been shown to improve metacognitive functions, such as emotion, attention, behavior, and empathy across all age groups. As Jennings (2015) mentioned, effective teaching requires emotional and social competence, as well as higher-order thinking and creativity. Therefore, it is expected that mindfulness will likely increase lecturers' commitment or behavior towards the teaching of entrepreneurship.

Roemer and Orsillo (2009) suggested a general model of how mindfulness can improve mental health. Their study revealed that mindfulness helps individuals to be more observant, aware, nonjudgmental, and concerned with their feelings and thoughts. In other words, mindfulness helps individuals to become involved in valued-adding activities where unpleasant feelings and opinions such as low commitment to teaching may still be present. Thus, it identifies that mindfulness can enhance an individual's commitment to teaching entrepreneurship. Additionally, Rocco (2012) explained that mindfulness can improve teachers' teaching and learning and thereby fosters a positive school climate. Moreover, mindfulness can become a proof-based practice within the educational field with studies and literature related to socio-emotional learning and resiliency.

Based on this narrative the current study hypothesizes the following:

H1. Mindfulness influences lecturers' commitment to teaching entrepreneurship.

2.4. Mediating role of readiness for change between mindfulness and commitment to teaching entrepreneurship

Readiness for change is a cognitive situation that influences an individual's attitudes towards change. It prevents the probability of resistance to change and helps make efforts to change more effective. Readiness for change refers to the sense of an individual's capability to bring about a certain change (i.e., their self-efficacy) (Armenakis et al., 1993). Similarly, readiness for change is the level to which an individual's cognitive and emotional state is prepared to accept, involve, and implement a plan that aims to purposely change the existing condition (Holt et al., 2007).

The literature states that mindfulness is an important component of readiness for change at both the individual and organizational levels (Gartner, 2013). According to Gondo et al. (2013), the current-moment focus of mindfulness helps to change an individual's routine behaviors and thereby helps them to be alert to the reality of what is occurring. Therefore, readiness for change is likely to increase an individual's commitment to teaching.

Furthermore, Santhidran et al. (2013) explained that the acceptance of change and one's readiness for change are crucial elements within an organization that requires awareness when staff are dedicated to their job, yet perhaps unwilling to accept organizational change. Avey et al. (2008) emphasized that mindfulness can influence personal valence in a related way, and can influence individuals to become more aware of negative thinking styles and more likely to change pessimistic thinking patterns. Thus, individuals will tend to support and be better committed to the tasks they are assigned.

Therefore, the current study hypothesizes the following:

H2: Readiness for change mediates the relationship between mindfulness and commitment to teaching entrepreneurship.

Based on this review of current literature, the research model depicted in Figure-1 was developed.

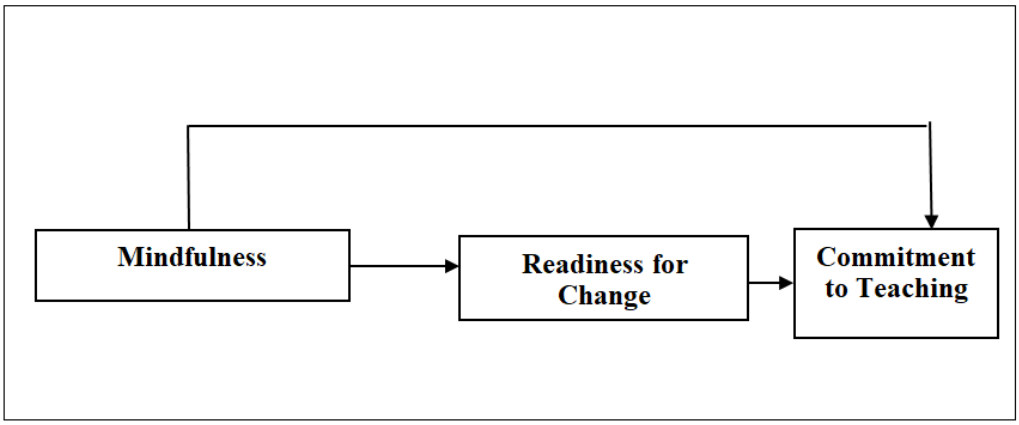

Figure 1. Research Model

3. METHODOLOGY

3.1. Research Design

Mixed methods research provides stronger inference and reasoning through the combination of both quantitative and qualitative data in order to answer the research questions of a study (Teddlie & Tashakkori, 2009). As such, the current study employed the explanatory sequential mixed-methods design with the aim to examine the influence of

mindfulness on lecturers' commitment to teaching entrepreneurship with the mediating effect of readiness for change through a survey questionnaire and qualitative interviews held with lecturers teaching entrepreneurship or with subjects embedded with elements of entrepreneurial skills. This two-phase design (see Figure-2) consisted of quantitative data being collected first, followed by qualitative data to elaborate or explain the quantitative results (Creswell & Plano Clark, 2011).

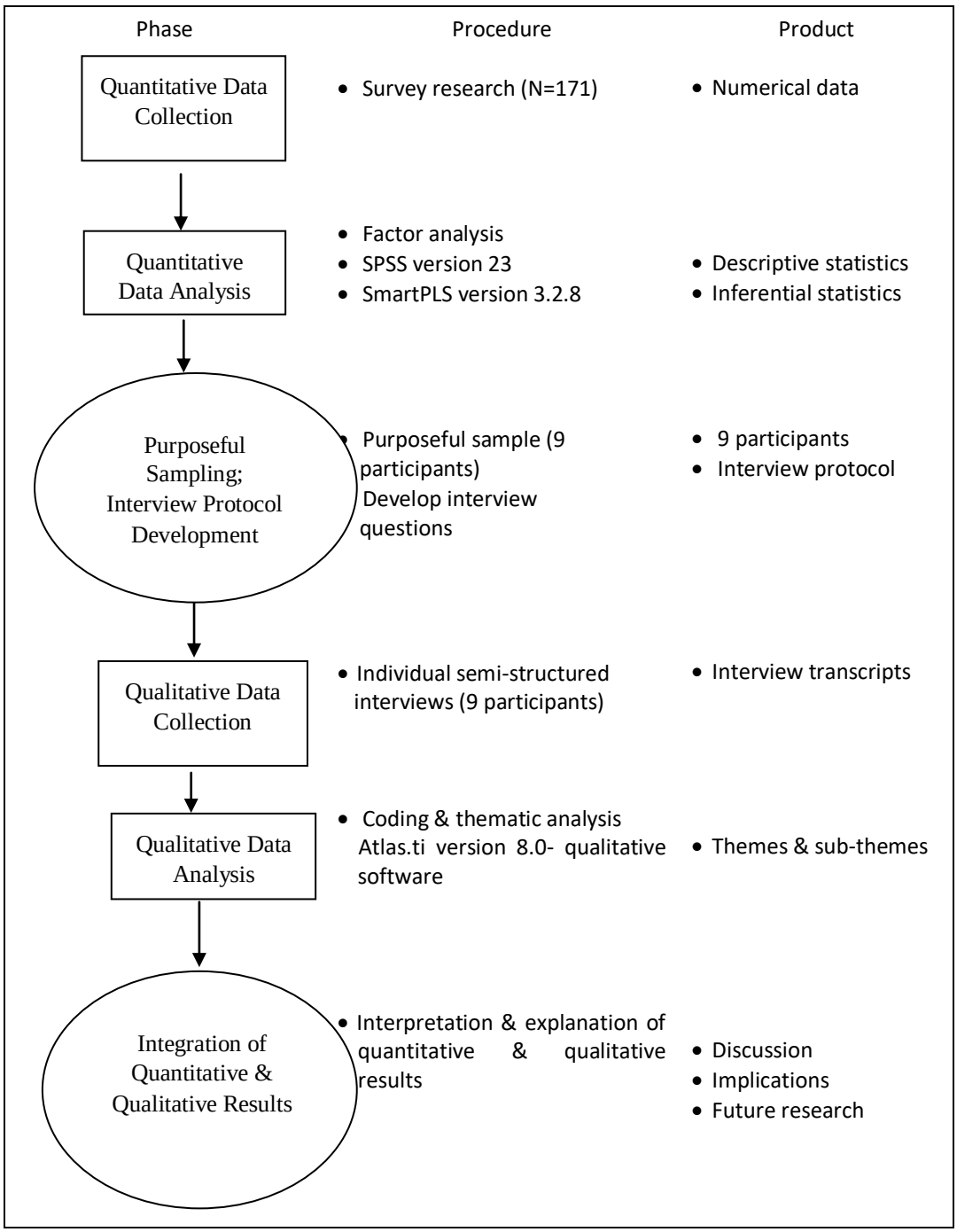

Figure 2. Illustration of Explanatory Sequential Study Design Procedure

In the quantitative phase of the study, a survey research design was employed. In a survey, the researcher collects quantitative and numerical data through the use of questionnaires, and then analyzes the data statistically in order to determine the styles of

the responses given and to investigate the research questions or hypotheses of the study (Creswell, 2014). In term of the current study, a questionnaire was developed with three main variables, namely mindfulness, readiness for change, and commitment to teaching, which was then used to collect data from the participant polytechnic lecturers.

A follow-up qualitative phase was second, and was designed with the purpose of exploring the results of quantitative phase. The design aimed to interpret how the qualitative results helped to explain the quantitative results. The current study used semi-structured interviews to collect the qualitative data. An exclusive contribution of the study lies in its utilization of the semi-structured interview to elicit open-ended answers, which allows for a degree of flexibility; and for the subsequent analysis. The approach fosters depth of understanding as it helps to explain subtleties that surface during interviews and the application of questionnaires (Bogdan & Biklen, 2007).

3.2. Sample

Quantitative phase

The sample for the study was comprised 171 lecturers teaching entrepreneurship or subjects embedded with elements of entrepreneurial skills. The lecturers each taught at one of seven polytechnics located in the northern region of Malaysia, i.e., Penang, Kedah, Perlis, and Perak. The sample size (*N*=171) was deemed to be sufficient since G*Power' (Faul et al., 2009) priori power analysis found the required sample size to be only 64. Simple random sampling was employed for the identification of the participants, and so individuals have the same chance of being selected in a sample of the population (Creswell, 2014).

Qualitative phase

For the qualitative interview, nine lecturers were purposively identified from the 171 lecturers that completed the quantitative phase of the study, and subsequently took part in semi-structured interviews. The selection criteria for the interview participants were lecturers who achieved the highest scores on mindfulness, readiness for change, and commitment to teaching. This approach was chosen since only those participants with the highest scores would likely have the most positive perspectives and therefore best equipped provide answers regarding the best practices of the three variables.

These nine selected lecturers were labeled as P1, P2… P9 so as to ensure their anonymity. The sample size for the qualitative interviews was fixed at nine lecturers rather than any emphasis on data saturation. This is because the chosen angle was to concentrate on realizing a rich and deep understanding of the phenomenon of interest, rather than utilizing a large sample to represent a random percentage of the population and achieve generalizability (Sandelowski, 1995).

3.3. Instruments

Quantitative phase

Mindfulness was measured using the Mindful Attention Awareness Scale (MAAS) obtained from Brown and Ryan (2003). The MAAS comprises 15 items that aim to assess the main features of receptive or open attention and awareness, which are unidimensional. Nevertheless, the items in the original version were modified to suit the Malaysian context. One sample item is "I find myself not fully listening to someone.'' The revised version consisted of three dimensions: Concentration (three items), Identification of Own Experience (10 items), and Intention (two items). All items were presented using a six-point, Likert-type, scale ranging from 1 = *almost always* to 6 = *almost never*. A high score from the scale

indicates a high level of dispositional mindfulness. The Cronbach's alpha values of the scale were found to be .904 (Identification of Own Experience), .920 (Concentration), and .791 (Intention).

Readiness for change was measured using the Readiness for Change Questionnaire (RFCQ) adapted from Holt et al. (2007). The RFCQ comprises 25 items within four dimensions: Management Support (six items), Change Self-Efficacy (six items), Appropriateness (10 Items), and Personal Valence (three items). All 25 items were formed as six-point, Likert-type scale (1 = *strongly disagree* and 6 = *strongly agree*). The Cronbach's alpha values were calculated as .955 (Change Self-Efficacy), .952 (Appropriateness), .931 (Management Support), and .893 (Personal Valence).

Commitment to teaching was measured using the Teaching Commitment Scale of Health and Physical Education (TCS-HPE), which was adapted from Pan et al. (2012). The TCS-HPE comprises 24 items within four dimensions: Teaching Involvement, Teaching Identification, Tendency Towards Work Continuation, and Teaching Objectives. However, four items were also added to the scale in order to ensure that the items corresponded appropriately to the entrepreneurship context. One sample of additional item is ''I am willing to spend extra time to help students who have difficulty in learning.'' The revised version was therefore comprised 28 items, which included Teaching Involvement (seven items), Teaching Identification (eight items), Tendency Towards Work Continuation (six items), and Teaching Objectives (seven Items). Again, all items of the scale items were formed as six-point, Likert-type items (1 = *strongly disagree* and 6 = *strongly agree*). The Cronbach's alpha values were calculated as being .968 (Teaching Identification), .940 (Teaching Involvement), .964 (Teaching Objectives), and .933 (Tendency Towards Work Continuation).

Qualitative phase

For the qualitative phase, the interview questions presented in Appendix 1 were developed based on the study's quantitative results, in order to further explore their findings. Both of the study's researchers were involved in the development of the interview questions. Each interview session lasted between 30 and 50 minutes duration.

3.4. Ethical Considerations

Permission was obtained from the Centre of Research and Innovation Polytechnic in order to conduct the research within the polytechnic institutions of the northern region of Malaysia, as the division responsible for managing all research and innovation in Malaysia's polytechnics and community colleges. The researchers also obtained approval from the polytechnic's director to collect data for the study. The permit granted by the university's Human Research Ethnics Committee for the study was numbered (USM/JEPeM/18070332).

The lecturers selected for the study were informed about their rights as voluntary participants prior to their agreement to join the study, and having signed a consent form. The results of the data collection were not revealed to the senior management of the polytechnics involved as the study was only conducted for research purposes, and did not involve any decisions related to the institutions' work.

3.5. Data Analysis

Quantitative phase

The quantitative data analysis employed Partial Least Squares Structural Equation Modeling (PLS-SEM) by using SmartPLS version 3.2.8 (Ringle et al., 2015). Following Hair et al.'s (2011) recommendation that PLS-SEM can be advantageous conducting higher-order

constructs, the two-stage approach applied in the current study involved the measurement model and structural model.

The measurement model involves a reflective and formative model. In order to evaluate the measurement model, each construct in the model was examined for its validity and reliability. For the reflective model, internal consistency reliability, indicator reliability, convergent validity, and discriminant validity were examined. Meanwhile, to evaluate the formative model, collinearity issues, convergent validity, and significance and relevance of the formative indicators were examined (Hair et al., 2017). In assessing the structural model, path coefficient assessment was continued in order to examine the two hypotheses generated in the study.

In the study, the first-order reflective constructs comprised Concentration (CO), Identification of Own Experiences (IE), Intention (IN), Management Support (MS), Change Self-Efficacy (CS), Appropriateness (AP), Personal Valence (PV), Teaching Involvement (TN), Teaching Identification (TI), Tendency Towards Work Continuation (TT), and Teaching Objectives (TO); the second-order reflective construct was Mindfulness and the second-order formative constructs comprised Readiness for Change and Commitment to Teaching Entrepreneurship.

Besides, bootstrapping with resampling at 5000 was employed in order to measure the mediating effect as it is a nonparametric resampling method, which is known as the most powerful technique (Zhao et al., 2010).

Qualitative phase

This study utilized thematic analysis using the Atlas.ti version 8.0 software. Thematic analysis was selected because it helps to recognize, analyze, and interpret patterns within qualitative data (Clarke & Braun, 2017). A total of three entrepreneurship lecturers and researchers were involved in the analysis.

Initially, the researchers collected the data from semi-structured interview and prepared it for analysis. Then, the researchers transcribed the interviews' audio recordings to written form. After transcribing, the next step was the process of coding. This study coded the participants' views in order to develop descriptive themes based on the relevance of the study's research questions.

The continuous step was representing and reporting the findings. The findings were reported in narrative discussions which included various forms, namely questions, chronology, and commentary on any changes, which were experienced by the study's participants.

The next step was data interpretation, which comprises going through the personal opinions, making comparisons between the study's findings and the literature, and revealing the limitations of the study, and putting forward suggestions regarding future research. In the second phase of the qualitative analysis, validating findings formed the final step so to ensure that the findings and interpretations are valid and correct. Transcripts were emailed to the participants for member checking to validate the accuracy of the reported findings. According to Creswell (2014), member checking is the process whereby researchers request one or more of a study's participants to examine the accurateness of the account being reported in the findings.

4. RESULTS

Quantitative Phase

Assessment measurement model

For the assessment of the reflective model, the composite reliabilities were all found to be higher than the cut-off values of .70, the item loadings of the reflective constructs (IE, CO, IN, AP, MS, CS, PV, TI, TO, TN, and TT) were all higher than .70, and the AVE values were higher than the cut-off values of .50 as recommended by Hair et al. (2017) (see Table-1). Fornell and Larcker's (1981) criterion was used to examine discriminant validity, which is the degree of the construct that is exactly dissimilar from other constructs according to empirical standards (Hair et al., 2017). Fornell and Larcker's (1981) criterion compares the square root of the AVE values with the latent variable correlations. The square root of each construct's AVE should be higher than its highest correlation with any other construct (Hair et al., 2017). Generally, the square roots of the AVEs for the reflective constructs were found to be greater than the correlations between the constructs and all other constructs in the path model (see Table-2). Therefore, it showed that the measures were discriminant.

Table 1. Measurement model

First Order Construct	Item	Loading	AVE	CR
Identification Of Own Experience	IE2	.746	.582	.917
	IE3	.753		
	IE4	.701		
	IE5	.809		
	IE7	.794		
	IE8	.757		
	IE9	.740		
	IE10	.797		
Concentration	CO11	.935	.863	.950
	CO12	.946		
	CO13	.905		
Intention	IN14	.928	.826	.904
	IN15	.889		
Appropriateness	AP1	.796	.706	.960
	AP2	.820		
	AP3	.855		
	AP4	.853		
	AP5	.793		
	AP6	.857		
First Order Construct	Item	Loading	AVE	CR
	AP7	.788		
	AP8	.877		
	AP9	.877		
	AP10	.881		
Management Support	MS11	.847	.711	.945
	MS12	.839		
	MS13	.885		
	MS14	.895		
	MS15	.841		

	MS16	.814		
	MS17	.774		
Change Self-Efficacy	CS18	.829	.791	.964
	CS19	.897		
	CS20	.914		
	CS21	.892		
	CS22	.893		
	CS23	.888		
	CS24	.911		
Personal Valence	PV25	.896	.850	.958
	PV26	.952		
	PV27	.945		
	PV29	.894		
Teaching Identification	TI1	.864	.819	.973
	TI2	.898		
	TI3	.916		
	TI4	.929		
	TI5	.922		
	TI6	.898		
	TI7	.928		
	TI8	.881		
Teaching Objectives	TO9	.779	.833	.972
First Order Construct	Item	Loading	AVE	CR
	TO10	.933		
	TO11	.952		
	TO12	.960		
	TO13	.913		
	TO14	.924		
	TO15	.914		
Teaching Involvement	TN16	.830	.740	.952
	TN17	.822		
	TN18	.886		
	TN19	.891		
	TN20	.862		
	TN21	.894		
	TN22	.833		
Tendency Towards Work Continuation	TT23	.821	.751	.948
	TT24	.909		
	TT25	.861		
	TT26	.815		
	TT27	.881		
	TT28	.909		

Notes: IE1, IE6, & PV28 were deleted due to low loading.

Table 2. Discriminant validity

	AP	CO	CS	IE	IN	MS	PV	TI	TN	TO	TT
AP	**.840**										
CO	.222	**.929**									
CS	.749	.192	**.889**								
IE	.259	.854	.251	**.763**							
IN	.191	.360	.180	.422	**.909**						
MS	.795	.155	.745	.242	.197	**.843**					
PV	.717	.216	.865	.234	.162	.693	**.922**				
TI	.680	.170	.566	.219	.061	.561	.575	**.905**			
TN	.581	.273	.577	.276	.133	.581	.572	.712	**.860**		
TO	.607	.218	.536	.227	.092	.588	.574	.763	.832	**.913**	
TT	.522	.218	.599	.266	.263	.506	.646	.574	.689	.663	**.867**

For the assessment of the formative model, redundancy analysis was employed to assess the convergent validity. Redundancy analysis employs the formatively measured construct as an exogenous latent variable in order to evaluate the endogenous latent variable operationalized through one or more reflective indicators (Chin, 1998). The path coefficients for Readiness for Change and Commitment to Teaching Entrepreneurship showed the magnitude of .966 and .964 respectively, and which were each higher than .70 value recommended by Hair et al. (2017). All the values of VIF were lower than 5.0 (see Table-3). Thus, collinearity was not found to be a problem between the constructs' formative items. Bootstrapping was used to assess the significance. Table-3 showed that outer weights for MS, CS, TO, and TN were not significant. Nevertheless, all the respective outer loadings were highly significant. Therefore, the items remained in the study.

Table 3. Result of formative second-order constructs

	Item	Weight	*t*-value outer weight	Outer loading	*t*-value outer loading	VIF
Readiness for Change	AP	.497	3.059*	.933	20.411*	3.273
	MS	.089	0.618	.838	16.432*	3.156
	CS	.067	0.360	.886	21.396*	4.893
	PV	.438	2.436*	.915	22.653*	4.160
Commitment to Teaching	TI	.499	3.321*	.905	16.851*	2.529
	TO	.098	0.418	.862	13.079*	4.145
	TN	.136	0.710	.854	16.207*	3.772
	TT	.409	3.029*	.853	15.622*	2.016

Notes: *t*- value > 1.96* at .05 significance level.

Assessment structural model

Table-4 displays that the direct effect between Mindfulness and Commitment to Teaching Entrepreneurship was not significant (β=.079, t=1.131). Thus, H1 was not found to be supported. Additionally, Readiness for Change was shown to mediate the relationship between Mindfulness and Commitment to Teaching Entrepreneurship (β=.213, t=3.463). Therefore, H2 was found to be supported.

Table 4. Hypotheses testing

Hypothesis	Relationship	Std beta	Std error	*t*-value	*p* value	Result
H1	M -> CTT	.079	.063	1.131	.258	Not supported
H2	M -> RFC -> CTT	.213	.058	3.463*	.001	Supported

Notes: *t*- value > 1.96* at .05 significance level.

Figure-3 displays that R^2 value For Commitment to Teaching was .557, which was considered as moderate (Hair et al., 2011; Henseler et al., 2009).

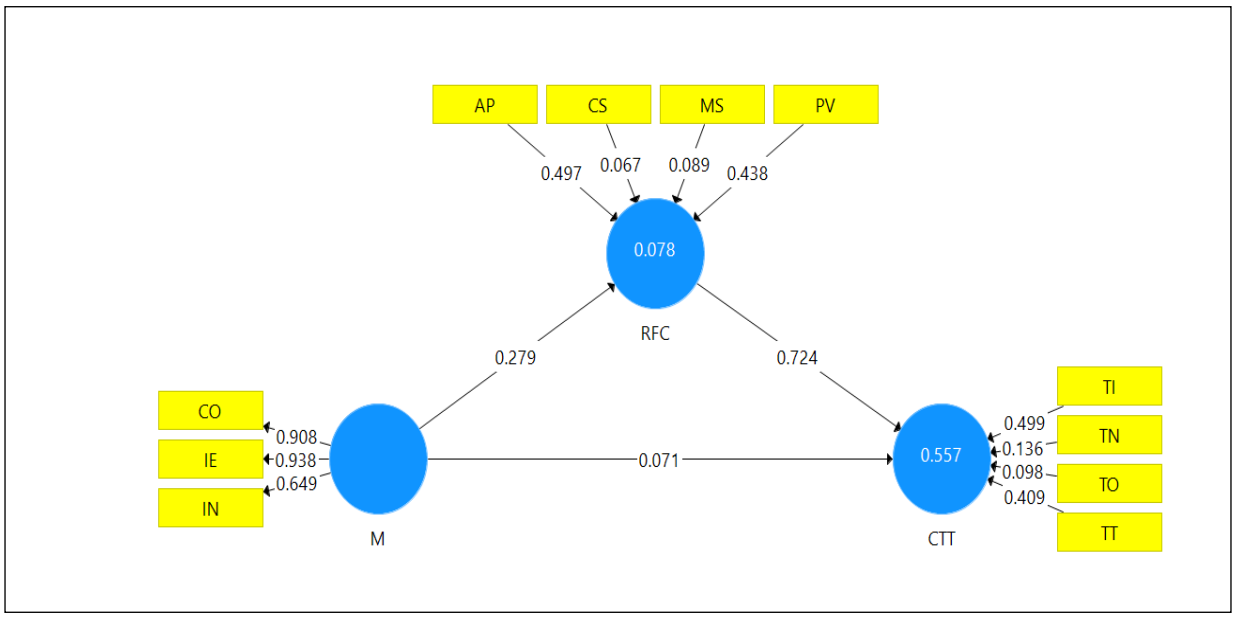

Figure 3. Structural Model

Qualitative phase

''How could the statistical results obtained in the quantitative phase be explained?'' was the research question which guided the qualitative phase of the study.

Based on the result of *H1*, a theme of negative working behavior (see Table-5) emerged.

Table 5. Presentation of theme and sub-themes

Theme	Sub-themes
Negative working behavior	Negative attitude of lecturers
	Not confident of task being performed

Negative working behaviour

The theme gave details about the lecturers' negative working behavior, which affected their commitment to teaching entrepreneurship. Within the theme, two sub-themes were established: (a)Negative attitude of lecturers and (b)Not confident of task being performed.

Participants described how some lecturers would only choose tasks they liked to undertake. Furthermore, the participants explained that lecturers sometimes would not cooperate, even where they were committee members of the entrepreneurship unit. Additionally, the participants stated that some lecturers were not confident about teaching entrepreneurship and would simply teach whatever they understood about the subject. This was mentioned by one of the participants:

> 'In terms of theory, I may know how to teach, but technically, I do not know what to do. So, I only can encourage my students and yet I have no idea how to do be an entrepreneurship lecturer' (P9)

According to the responses, it showed that the working behavior and low self-confidence of some lecturers affected their commitment to teaching entrepreneurship.

Based on the result of *H2*, three themes emerged; Perception of understanding the significance of teaching entrepreneurship, Awareness, and Professionalism (see Table-6).

Table 6. Presentation of themes and sub-themes

Themes	Sub-themes
Perception of understanding the significance of teaching entrepreneurship	Benefit gain from teaching entrepreneurship
	Business background
	Experience in teaching
	Provided with information about teaching entrepreneurship
	Passion in teaching entrepreneurship
Awareness	Being aware of what is happening
	Being focused on accomplishing a task
Professionalism	Competence in teaching entrepreneurship
	Passion in teaching entrepreneurship
	Positive mindset toward teaching entrepreneurship

Perception of understanding the significance of teaching entrepreneurship

The theme refers to the lecturers' competence and other external factors, which influenced their Readiness for Change and subsequently affected their Commitment to Teaching Entrepreneurship. Within this theme, five major sub-themes emerged: (a)Benefits gained from teaching entrepreneurship, (b)Business background, (c)Experience in teaching, (d)Provided with information about teaching entrepreneurship, and (e)Passion in teaching entrepreneurship. One participant (P4) mentioned that knowledge gained through teaching entrepreneurship helps lecturers to broaden their income base. It was further explained that some lecturers may work in businesses and possess knowledge and understanding regarding entrepreneurship. Furthermore, some of the participants stated that lecturers who also had their own business would have more valid experiences to share during the teaching of entrepreneurship. The participants stated that experience in teaching was important to influence readiness for change and commitment. Additionally, participants described that department heads would provide and share relevant information about entrepreneurship amongst the lecturers, which helped lecturers maintain awareness of what was happening.

> 'The head of our entrepreneurship unit shares information in the commerce department or in our WhatsApp group. Therefore, lecturers aware of the latest information' (P5)

Additionally, the participants discussed that willingness to teach entrepreneurship and a passion for working with students were factors that increased lecturers' commitment to teaching. Moreover, the participants expressed feelings of excitement and ease during teaching of entrepreneurship. Based on the responses, the lecturers' sense of professionalism towards teaching entrepreneurship enhanced their readiness for change and increased their commitment to teaching entrepreneurship.

Awareness

The second theme discussed how the lecturers' attention to teaching entrepreneurship influenced their commitment to the teaching of entrepreneurship. The theme had two major sub-themes which emerged: (a)Being aware of what is happening and (b)Being focused on accomplishing tasks. The participants described that an enhanced level of concentration on what has happened existed within the institution. They mentioned that lecturers who taught the entrepreneurship subject would encourage their students to become involved in entrepreneurship activities whenever there was an event held at the institution. Besides, some of the participants stated that they would do additional preparation in advance where they knew there was an event being held. For example, they would speed up the syllabus or their evaluation of the teaching and learning.

Additionally, the participants stated that lecturers would fully utilize the 3-hour class time to teach entrepreneurship. This asserts that the lecturers focused on the teaching of the entrepreneurship subject during the class. Based on the participants' responses, they were aware of what was happening, and understood that their awareness would likely enhance their commitment to teaching entrepreneurship.

Professionalism

The third theme explained the skills and the positive mindset towards teaching entrepreneurship, which would also help to increase the lecturers' commitment to teaching entrepreneurship. The theme consisted of three major sub-themes: (a)Competence in teaching entrepreneurship, (b)Passion in teaching entrepreneurship, and (c)Positive mindset towards teaching entrepreneurship. The participant lecturers stated that they had the appropriate knowledge and that some were even considered experts in the field of entrepreneurship.

> 'As I said, there is a specific lecturer who will teach entrepreneurship. There are also the lecturers who are known experts in entrepreneurship' (P2)

One of the participants reflected that the interest of lecturers in teaching entrepreneurship indirectly increased the students' interest in learning the subject. The participants stated that their background knowledge increased their passion for teaching entrepreneurship because they felt much more at ease when teaching it.

Furthermore, the participants mentioned that lecturers who taught entrepreneurship joined a competition on innovation. The product of the competition would become an innovative product for the lecturers; hence, lecturers would benefit from joining the competition. Moreover, the participants explained that lecturers could gain knowledge about entrepreneurship through simply teaching the subject. The participants' responses

proved that the competence of lecturers, passion for teaching, and positive thinking towards the benefits to gain from teaching entrepreneurship would likely enhance their own commitment to teaching entrepreneurship.

5. DISCUSSION

First, mindfulness was not found to influence the lecturers' commitment to teaching entrepreneurship. During the analysis of the interview data, reports of negative working behavior emerged. The participants stated that lecturers displayed low self-confidence to teach entrepreneurship, and that they were only choosing to undertake the tasks that they were interested in. Ericson et al. (2014) mentioned that mindfulness motivates employees to act based on their desires and values; thus, they may exhibit behaviors that are not in the best interests of organizational performance. For example, if lecturers have low self-confidence in teaching entrepreneurship, they would unlikely not maintain adequate focus when teaching the subject. As a result, it is possible that mindfulness may not influence lecturers' commitment to teaching entrepreneurship.

Second, readiness for change was found to mediate the relationship between mindfulness and lecturers' commitment to teaching entrepreneurship. The qualitative findings corroborated the findings, with three themes having emerged. First, perception of understanding the significance of teaching entrepreneurship explained the participants' understanding the importance behind teaching entrepreneurship. The participants were shown to be aware that the knowledge they gained would help them to change the current moment. It could also explain the lecturers possessing a similar appropriateness in term of readiness for change as affirmed by Holt et al. (2007). This is because the lecturers appear to understand that teaching entrepreneurship is a necessity and that they accepted that the knowledge gained would help them in the future. Therefore, the lecturers would invoke behavior which can be said to bring about the change efforts as mentioned by Prochaska et al. (1994).

Additionally, Hoy (2012) explained that mindfulness is a framework of the mind in that individuals pay continual attention to the finer details in what they do. Thus, it is evident from the current study that the participants described those lecturers who had their own businesses as possessing better or more relevant experience when it came to teaching entrepreneurship. It could be assumed, therefore that when lecturers possess mindfulness, they would in fact be more ready to deal with any changes. In addition, the participants stated that lecturers were provided with information relevant to be able to teach entrepreneurship, which indicated that the lecturers received some form of support from their institutional management. As such, they would be more alert to what was happening regarding the subject. This finding corresponds with research by Bishop et al. (2004), which explained that when individuals practice mindfulness, they are able to sustain attention on their current experience. It is particularly clear that in the current study that the lecturers were aware of the information available regarding teaching entrepreneurship.

In addition, under the theme of awareness it was mentioned that the participants were aware of what was happening in their respective educational institutions, especially in relation to the teaching of entrepreneurship. As Kabat-Zinn (2003) mentioned, a mindful individual will select a nonjudgmental awareness of what is occurring around them and inside them. Therefore, it could be concluded that when lecturers possess mindfulness, it helps them to concentrate and to being conscious of what is happening around them. In a

previous study, Langer (1989) explained that mindfulness is a cognitive meta-process, which influences the understanding of an individual. Therefore, this statement corroborated the theme of professionalism found in the current study, whereby the participants indicated that passion and personal interests were key points in teaching entrepreneurship in relation to enhancing lecturers' commitment to teaching entrepreneurship. Based on the discussion of these themes, it can be concluded that positive findings were seen regarding readiness for change as a mediator between the relationship of mindfulness and lecturers' commitment to teaching entrepreneurship.

6. CONCLUSION

In conclusion, the findings of the study indicated that mindfulness did not influence lecturers' commitment to teaching entrepreneurship. Nevertheless, readiness for change was found to mediate the relationship between mindfulness and the lecturers' commitment to teaching entrepreneurship. Therefore, the qualitative results can be said to have further explained the quantitative results.

This mixed-methods study further explained the reason for the significant and nonsignificant results among the variables. The study provided evidence that lecturers' working attitudes are crucial factors in improving the quality of teaching entrepreneurship. This mixed-methods study is exemplary for future research since it allowed for a more detailed exploration of how mindfulness influences commitment to teaching entrepreneurship through the mediator of readiness for change in reference to the local and international context.

However, it should be noted that the current study exhibited a limitation in the research instrument of mindfulness, which accessed the participants' level of mindfulness. As such, the participants may have misleadingly reported high levels of mindfulness because individuals naturally tend to report on the best part of them despite having opposing real feelings about a certain issue. Second, the samples of the current study were composed of lecturers from only seven polytechnics within the same region of one country. However, it is not known, therefore, whether the results of the study are generalizable to other polytechnics in Malaysia or elsewhere. For the purposes of quality assurance, future research in this area should involve all polytechnics within a context (e.g., Malaysia) in order to improve the usability of the research findings.

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APPENDIX

Questions for Semi-structured Interview

A. Mindfulness

1. How do you experience stress without being conscious?
2. How do you focus on the current situation?
3. How do you concentrate during the implementation of an activity?
4. How does mindfulness influence the commitment of teaching entrepreneurship among lecturers?

B. Readiness for Change

5. To what extent are lecturers ready to teach entrepreneurship?
6. In your opinion, how does teaching entrepreneurship benefit students?
7. To what extent are polytechnic lecturers ready to teach entrepreneurship?

8. How does the departmental head motivate lecturers to become involved in entrepreneurial activities?
9. How does the departmental head support activities related to entrepreneurship?

C. Commitment to Teaching

10. In your opinion, how does the subject of entrepreneurship improve your concept of entrepreneurship?
11. In your opinion, how does the subject of entrepreneurship enhance students' entrepreneurial traits/ characteristics?
12. To what extent do lecturers have the desire to become involved in entrepreneurial activities?
13. How do lecturers develop students' awareness of entrepreneurship?

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