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Feedback can provide information about learning progress

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Abstract Education through entreprise is functioned to help students to bacome more entrepreneurial by facilitating real experience of managing entrepreneurial tasks or project (Pepin, 2012). Project-based assignments has become the means of entrepreneurial competence enhancement which is iterative, experimental, and treated as a process of practice (Man, 2012; Neck & Greene, 2011).

Keywords *: feedback seeking, learning engagement*

I. INTRODUCTION

Entrepreneurial education (EE) is a process facilitating individuals to recognize, to assess, and to execute business opportunity. Besides, it is also developed as a process to enhance awareness on opportunity recognition, knowledge, self-esteem, and capability to act in various contexts (Morris, Webb, Fu & Singhal, 2013, Jones dan Engish (2004). Entrepreneurial Education has become something beyond business, but also as means or methods to build entreprenurial competences which are also impactful towards the betterment of adaptibility and competitiveness (Allan Gibb, 2002; Mwasalwiba, 2010).

Gibb (2002) defines EE as "*A New enterprise and entrepreneurship paradigm for learning*" which is aimed to create the whole person with entrepreneurial behaviours. The objectives of EE is to accoutre individuals with entrepreneurial competences therefore they will acquire competitiveness in labor market. Jones & Iredale, (2010) posited that EE is a method or pedagogy to encourage entrepreneurship competences in many contexts. Entrepreneurship education orientation in contemporary view is suggested as beyond business and economy (C. Jones & nglish, 2004; (Edwards & Muir, 2012:P.278).

Education through entreprise is functioned to help students to bacome more entrepreneurial by facilitating real experience of managing entrepreneurial tasks or project (Pepin, 2012). Project-based assignments has become the means of entrepreneurial competence enhancement which is iterative, experimental, and treated as a process of practice (Man, 2012; Neck & Greene, 2011).

Universitas Ciputra Entrepreneurship Centre (ECEC) has developed an entrepreneurial learning model for pre-university students. This model is cyclic with five stages of learning.

Figure 1: Entrepreneurial Learning, Ciputra Way

Exploring is the stage were a student learns to construct their understanding related to opportunities and innovative ideation. Planning is the stage where students are facilitated to transform their ideas into plan. Doing is where they are encouraged to take action entrepreneurially based on the priorly organized plan. Communicating is the stage when students are encouraged to launch and market their products. Lastly, reflecting is the stage when students learn to recognize their achievements and to discover another innovative oppportunity (UCEC, 2009).

The development of entrepreneurial learning model still leave one remaining crucial question which is what factors contributing to the sucess of entrepreneurial projects and tasks management among students. Using the context of Ciputra Way Entrepreneurial Learning Model, this present study is aimed to identify the impact of two learning behaviors including Feedback Seeking for Improvement and Learning Engagement towards Entrepreneurial Project Performance.

Brand Loyality has significant effect on brand image (Rafhdian, Daengs, Andi, 2016 : 292).

Entrepreneurial Project Performance

Entrepreneurial Project Performance is often associated with success, both in quantitative view such as profit or sales and qualitative view sauch as novelty and quality (Agbim, Oriare, & Zever, 2014). Many associate entrepreneurial project performance with the success of target achievement. Another researcher illustrates Entrepreneurial Performance as something produced by individuals, a team or a firm (Agbim et al., 2014; Hsu, Tan, Laosirihongthong, & Leong, 2011; Kollmann & Stöckmann, 2012; Zhou & Rosini, 2015) in the form of profit, income, or company development (Casillas & Moreno, 2010), then again novelty in products or processes (Kumar & Jagacinski, 2011).

The definition of Entrepreneurial Performance as success in product generation or valuable service can be well adapted in the level of primary and secondary schools. This contextualization is consistent with the principles and entrepreneurship context as suggested by Shane & Venkataraman (2000:218), as below :

"we define the field of entrepreneurship as the scholarly examination of how, by whom, and with what effects opportunities to create future goods and services are discovered, evaluated, and exploited".

The process of generating values in products or service is a form of actualization of exploration and opportunity execution (Shane, 2012). Furthermore, it is also an expression of useful and novel ideas (Sarooghi, Libaers, & Burkemper, 2015). With respects to that, products and services are supposed to be view as the process of creative and innovative thinking, as well as aptitude to generate new ideas which are acceptable in community. Concurrently, the value of project is not only limited by financial views but also ability to achieve tasks completeness, to generate ideas and to acquire recognition

Unfortunately, product orientation is more frequently related merely to extrinsic motivation (Forgeard & Mecklenburg, 2013). Ku, Dittmar, & Banerjee, (2014) found that students with extrinsic motivation tend to adopt materialistic orientation and shows low grade on examinations. Similar findings also stated by Vansteenkiste, Timmermans, Lens, Soenens, & Van den Broeck, (2008) that extrinsic motivation possesses weakness in "outomous motivation" in engaging one's self in learning activities as outcome attainment is perceived as separable from the activity itself (p.288).

In order to overcome the weakness, Morisano, Hirsh, Peterson, Pihl, & Shore, (2010)

recommends an intervention of goal setting which is believed as able to help individuals and teams to enhance their performance (Kleingeld, van Mierlo, & Arends, 2011). Goal setting in entrepreneurial learning, Ciputra Way is defined as target accomplishments of entrepreneurial projects which is based on the following criteria: completeness, novelty, and recognition. The aspects of completeness is manifested into the alignement with theme, time of accomplishments, and budget as agreed, novelty in regards to the originality, market need sensitivity, and benchmarking with similar products or services.

Furthermore, recognition demands students to exhibit their projects to acquire responses and feedbacks from the targetted community. Beside the goal setting, Ciputra Way Entrepreneurial Learning also emphasizes the aspect of authentic instruction which is aimed to reinforce authenticity of tasks, social context understanding, and to ascertain the posssibility for students to implement their knowledge, skills, and attitude (Bastiaens & Kirschner, 2004). As the manifestation of the aformentioned model, in this present research, learning engagement and feedback seeking for improvement is predicted to be important factors influencing entrepreneurial learning performance.

Feedback Seeking

Feedback Seeking (FSI) is evaluative efforts which involves external parties with the purpose to enable individuals to adapt and achieve improvement of the final achievement (Ashford, 1986; VandeWalle, 2003; de Stobbeleir, Ashford, & Buyens, 2011). It is a proactive action and does not reduce individual's autonomy in determining their direction and goals (De Stobbeleir, Ashford, & Buyens, 2011)

The information obtained from the feedback is important for determining the gap between the position of current mastery and task accomplishment targets. It gives directions in regards to the important steps to take. Shortly, FS is a self-reflection instrument which helps individuals to correct mistakes and to enhance ability to achieve goals and accomplish tasks (Duijnhouwer, Prins, & Stokking, 2012).

Ashford, et al (2003) concludes that there are three reasons which trigger the occurence of FS. First, the urge to obtain information as part of task accomplishment or task performance, therefore FS is focused and associated with certain types of tasks being done. Feedback seeker perceives feedback as means to elevate competence and goal accomplishment (VandeWalle, 2003). Feedback seeker tend to be motivated when they sense an information from a feedback potentially will help them to lower uncertainty and increase success possibility (Whitaker & Levy, 2012). Secondly, the ego-based feedback seekers perceives feedback as means of self-evaluation or self-judgement. This thing is like a two-sided coin. On the one hand, FS is used to view one's self-improvement. On the other hand, individuals tend to avoid feedback if it may interfere their self-esteem or self-efficacy. Third, image-based individuals is likely to believe feedback as the way they maintain others' impression towards them.

In feedback seeking, individuals build perception regarding how the feeback seeking will affect others' judgement towards them or their performances. Feedback seekers believe that it is the way they develop a positive impression of themselves (Janssen & Prins, 2007). In the contrary, they will avoid feedback seeking when they believe that it may lead to a negative impression of themselves.

Previous studies show that FSI is correlated with goals. While Janssen dan Prins, (2007) proved that feedback seeking attitude is correlated with goal orienation, the same study also discovered that individuals with performance-avoidance orientation also exert efforts for improvement. Another meta-analysis by S. Ashford, Blatt, & VandeWalle, (2003) dan VandeValle, (2003) implies that feedback can help individuals to enhance self mastery or to reach optimum level of goal achievement. Furthermore, Renn dan Fedor (2001) also Tuckey, Brewer, dan Williamson (2002) supported that goal-oriented feedback is

correlated with performance. On the other side, Tuckey *et al.* (2002) found that performance goal orientation pose negative correlation with the will to seek feedback. Negative feedbacks also are discovered to impede one's performance orientation while positive feedbacks can be a supporting factors to encourage performance orientation (Culbertson, Henning, & Payne, 2013). VandeWalle (2003) supported this notion by stating "w*ith a performance goal orientation, however, feedback is viewed as an evaluation and judgment about the self and revealing of one's competency level*" (p.583). Therefore, it is sensible when feedback seekeres who experienced positive evaluation tend to develop readiness and acceptance towards less positive information (Trope & Neter, 1994).

Learning Engagement

Project-based entrepreneurship education highly requires interaction models between students with teachers, with parents, as well as with peers to form effective engagement. Students need to have positive feeling towards their working project, and this needs both teachers' roles, as they are responsible to build interaction modeland parents roles as the source of support. The relationship of students with their friends, teachers and parents are potential factors of "tie" that makes students to have positive feeling and reaction toward their working entrepreneurship project.

Learning engagement is a warning sign for the facilitators to predict whether students will succeed or fail. It is students' observable actions to involve themselves in the learning process and supported by the allocation of attention, time and effort to complete a task (Marks, 2000). Involvement is significant as it is an early signal, whether students will reach the goal or draw themselves back from the learning process (Appleton, Christenson, Kim & Reschly, 2006). Low involvement may lead the students to dropout (Archambaul, Janosz, Morizot & Pagani, 2009). Environment influences students' engagements. The environmental factors are represented by teachers, parents, or friends, while the factor of individual is influenced by psychological factors (e.g., self-esteem) and learning orientation.

Ames & Archer, (1988) proved that students with mastery orientation tend to engage in learning. It is also supported by Aplleton et. al. (2006) who describes that students with mastery orientation are more likely to have cognitive engagement than those who focus on social acknowledgement. In other words, different type of orientations my effect different strategy of engagement and they response to the environment stimulus differently (Marks, 2000). Furthermore, Furlong & Christenson, (2008: 365) write :

"….student engagement is defined as a concept that requires psychological connections within the academic environment (e.g., positive relationships between adults and students and among peers) in addition to active student behavior (e.g., attendance, effort, prosocial behavior).

Since engagement is multidimensional, scholars agree to classify them into three categories: 1) Behaviour engagement; 2) Cognitive, and; 3) Affective Engagement (Appleton et al., 2006; Archambaul, et al., 2009; Fredricks, Blumenfeld, & Paris, 2004; Marks, 2000).

Behavioural Engagement

Behavioural engagement is students involvement in terms of observable physical behaviours. For instance, asking questions and being active in a discussion. Archambault, Pagani, dan Fitzpatrick, (2013:2) defined behavioural engagement as *behavioral dispositions and conduct when approaching and undertaking school-related, tasks*". Meanwhile Fredericks, *et al.* (2004) explained behavioural engagement into three indicators, including positive attitude towards school regulations and norms, engagement in learning process, and involvement in school activities.

Physical behaviours are defined as students interest in learning process. Those who demonstrates inquirer behaviors is perceived to have high level of intention compared to those who are less active. Similarly, those who invest

more time to participate in school activities are more likely to dedicate themselves compared to those who do not. In short, physical behaviours can be a good indicator of whether an individual is well affiliated with the class otherwise they are being allienated in their own environment (Finn, 1989).

Behavioural engagement is influenced by several factors such as students number within a classroom and teachers attentiveness. Those who receive attention from teacher tend to show higher active interactions. In addition, classes with less students would enable greater opportunity of students engagement during learning process (Fredricks, Blumenfeld, & Paris, 2004).

Cognitive Engagement

Cognitive engagement which is also associated with self-regulated learning can be assessed through students interest in setting the goals of learning, creating a plan, and managing their own learning process Cognitive engagement contains the authority element for students to control things they learn and ensure its alignment with the priorly set learning targets. Authority in planning and organizing learning is manifested in the form of time, efforts, and methods exerted as their dedication to achieve the preferred outcomes. Furlong *et al*. (2008:266) stated that cognitive engagement "*refers to the extent to which students perceive the relevance of school to future aspirations, is expressed as interest in learning, goal setting, and the self-regulation of performance*".

Unlike behavioral engagement which is easy to observe through real behaviors during the learning process, cognitive assessment can only be observed through the act of thinking which is projected in the products of thinking such as students problem solving stratefy as well as efforts exerted in developing understanding. As supported by the statement of Fredricks *et al.*, (2004) which said "*thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills*"

To some extent, behavioral and cognitive engagement may be overlapping. Self-regulated learning possesses several dimensions which do not fully represents cognitive mechanims, for example self monitoring and self regulation which is more inclined to behavioral dimensions (Lam *et al.*, 2014). With regards to that, Lam suggested that cognitive engagement should be measured by assessing deeper cognitive processing as well as better understanding and retention of meaningful material (p. 216). With regards to that, meaning making process among students is perceived as the center of cognitive engagement, which can be viewed through two perspectives including the learning outcomes and orientation.

Affective engagement

Affective engagement refers to students feeling and attitude as their reaction towards learning process (Jimerson, Campos, & Greif, 2003; Lam *et al.*, 2014). These things are presummably viewed as the expressions of emotional affects such as like or dislike towards students perceived value of the learning process (Fredricks *et al.*, 2004). Affective engagement is formed due to the process of interaction between students and their environment which leads to the development of certain attitudinal values. Betts, Appleton, Reschly, Christenson, dan Huebner, (2010) determine four factors which influences affective engagement which are 1) Students and teachers interaction, 2) parental support, 3) peer support.

Environment is one stimulus which also takes part in determining whether or not a student will establish a positive affiliation with the learning process or else the will feel alienated during the process. Engagement has become a manifestation of reaction to creat ties and willpower to accomplish tasks given. In contrast, sense of boredom is developed as students are unable to build connection with the learning process. In addition, types of motivation can be influential towards affective engagement. Prior study shows students with instrinsic values is more likely to show positive attitude towards learning (Lam *et al.*, 2014).

Since affective engagement is a reaction which plays significant role to build a meaningful interaction with students, it is crucial to develop sense of belonging and connections. It can be done altogether by parents,

teachers, and peers (Furlong & Christenson, 2008). Subsequently, it is important for students holistic environment to be fully aware that the quality of interactions and supports towards students are essential factors to establish affective engagement. In the classroom context, it is important *"to promote positive teacher relations with students and encourage their active classroom participation and involvement*" (Archambault *et al*., 2013:1).

Project-based entrepreneurship education really needs interactional models between students and teachers as well as parents and peers which enable the establishment of affective engagement. Students are supposed to feel positively about their projects and it indeed is necessary to involve all stakeholder which may encourage the enhancement of potential factors as ties for students to feel affective connectedness with their project.

II. RESEARCH METHODS

Population involved in this research are secondary and high school students from a number of schools under The Foundation of Ciputra Entrepreneurship. The inclusive criteria of the chosen schools are: 1) Cooperate with the Ciputra Foundation; 2) Teachers in the refered schools has acquired training by The Ciputra Foundation; 3) The school consistently implement teaching using the K-12 model, Ciputra Way. The sample in this study are the final year students from each school.

The final year student is selected as they have possessed learning experiences and adequate perception toward entrepreneurship during their three years of study which possibly will be continued in high school meaning those students will also have the option to continue their current project. Sampling method used in this study was purposive sampling with the number of 355 participants. Table 1 ilustrates the detail of sampling figure in each school.

Table 1. Sample Distribution

School	Sample
Sekolah Ciputra, Surabaya, East Java	67
Sekolah Citra Berkat Bukit Palma, Surabaya, East Java	61
Sekolah Citra Berkat Taman Dayu, East Java	11
Sekolah Citra Kasih Jakarta	86
Sekolah Citra Berkat, Tangerang, West Java	74
Sekolah Tunas Daud Denpasar, Bali	56
Total	355

The FSI measurement consists of two items adapted from Janssen and Prins (2007). The Learning Engagement (LE) dimension involved six items measuring cognitive engagement, affective engagement, and behavioral engagement. Each sub-dimension is represented by two items. The cognitive engagement measurement was adapted from Betts, Appleton, Reschly, Christenson and Huebner (2010). Meanwhile affective engagement and behavioral engagement was derived from Lam, *et al.* (2014). Meanwhile, Entrepreneurship Project Performance is measured by using criterion-based assessment rubrics regarding students' final project outcomes. Teachers are required to give responses in the form five-point grading scale . The rubrics was created based on three dimensions of Entrepreneurial Performance by Agbim, *et al.* (2014), which are Novelty, Completeness, and Recognition.

This research uses the principle of purposive sampling as it is suggested by Kothari (2004). The first step is to select schools with inclusive criteria as follows: 1). Have cooperation with Ciputra Foundation. 2).

The teachers have been trained by Ciputra Foundation, 3) Schools consistently teach entrepreneurship education of K-12, Ciputra Way. Secondary school category is chosen since not all participating schools provided high school level. Accordingly, there were six schools considered as suitable to be involved in the study and the total number of respondent is 355 final-year students.

Reason underlying decision of involving the final year students only is because in this level, they had experienced several years of the entrepreneurship education. Moreover, the final year students were in the phase of decision making of whether or not they would continue their entrepreneurship projects even after they graduated.

The questionnaires were distributed through entrepreneurship education teachers in each participating school. The teachers were priorly briefed about the procedures of instuction for student participants as well as how to conduct assessment using the teachers' assessment rubrics.

Model testing was conducted and result shows Feedback Seeking for Improvement indicates negative significant influence on Entrepreneurial Project Performance, with the path coefficient value of -0.059. Meanwhile, Learning Engagement possesses significant causal relationship with Entrepreneurial Project Performance, considering its path coefficient value of 0.161, with probability significance higher than 0.05.

The model testing also satisfies requirements of the model goodness of fit, with the value of χ^2 of 20.704; and value of significance (*p)* of 0.353; RMSEA of 0.016 (RMSEA ≤ 0,05); GFI of 0,987 (GFI ≥ 0,90); AGFI of 0,970 (AGFI ≥ 0,90); NFI of 0,983 (NFI ≥ 0,90); TLI of 0,997 (TLI ≥ 0,90); and CFI of 0,999 (CFI ≥ 0,97). Figure 1 depicts the refered model.

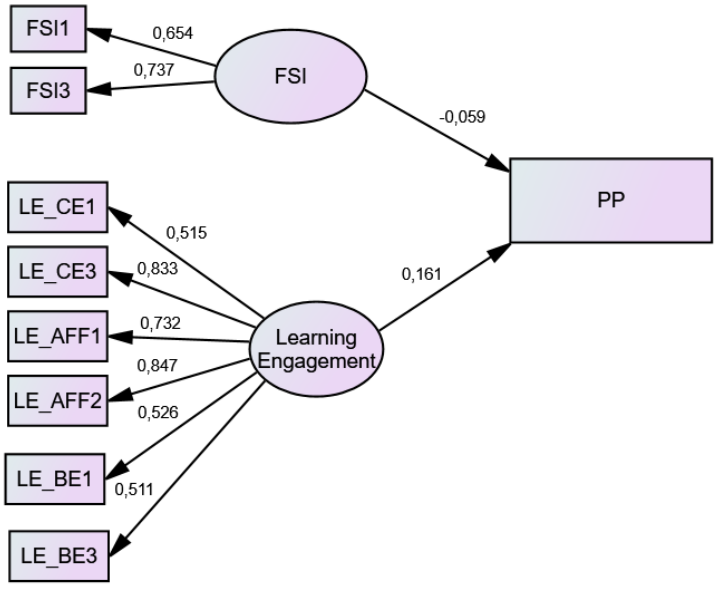

Figure 2: Model of Interaction betwen Entrepreneurial Project Performance (EPP), Feedback Seeking (FSI), dan Learning Engagement (LE)

III. RESULTS DISCUSSION

Unexpectedly, the result confirms that Feedback Seeking for Improvement (FSI) causally interacts with Entrepreneurial Project Performance (EPP) in negative direction which is aligned with the findings of Janssen and Prins (2007). In contrast, prior research found that feedback as an information source was evidently helps students to view their area of improvement and achievements (Shin, Lee, & Seo, 2017). However, this study found that the process of feedback seeking does not likely encourage students better achievement which in this context, is manifested as Entrepreneurship Project Performance.

One point which may elucidate the aformentioned result is the conception of perceived meaning of feedback seeking. Feedback seeking has to be perceived as a meaningful and worthy process in students point of view. This is supported by the findings of Walle, Challagalla, Ganesan, and Brown (2000) of those whom performance is reinforced by learning orientation, tend to develop a positive perceived value of feedback seeking. In this present study, feedback seeking is posited as an obligatory task rather than means of improvement. Subsequently, the essential role of feedbacks as challenging and interesting learning stimulations (VandeWalle, et al., 2000) is not optimally satisfied.

In order to create the worthiness of the feedbacks, educators should take students goal orientation in learning, into their accounts. Orientations may vary for different students. Some may develop the improvement orientation while some others view performance orientation as more important (VandeWalle, *et al*. 2000). The dynamics of this perceptual process in perceiving feedback as means of learning probably is more influential than that of it was thought. Another point which echoed with this is the meaningfulness of feedback given. In this present research, feedback seeking is an obligatory task for students. It is suggested that the sense of obligation cause an autonomy limits which worsen students interest (Hattie & Timperley, 2007). The lack of interest leads to less positive meaningfulness of the feedbacks given which may take part in causing less quality of performance.

Entrepreneurship in reality demands a continues evaluation for betterment. Furthermore, by its natural realm, entrepreneurship is more inclined to the performance orientation which makes others' validation become an important reference in defining the goals of process. However, in terms of entrepreneurial learning educators are supposed to be inclined to the mission of students competence development rather than solely view the process as transition from one market-based target to another. Therefore, students improvement orientation is suggested to be highly encouraged during the process of entrepreneurship education. Thus, it opens opportunity for future research to include students learning orientation and how it may affect the perceived value of feedback seeking itself.

This study did not involve the analysis of the quality of feedback given in terms of its reference and effectiveness. For the students, feedback seeking is not supposed to be merely developed as a pattern to discover area to improve, but also to precisely identify accountability and the quality of the undergoing process towards goal achievement. Subsequently, students will value the feedback seeking process in a positive way as it helps them to understand the current picture of the efforts exerted and how to improve. In order to ensure such positive perception, it is important to identify the type of feedback received by students, whether or not it allows the development of both goals obtainment and positive achievement emotions (Pekrun et al, 2013).

Different feedback references was found results in different perception towards a task (Pekrun, *et al*, 2013). The first type of feedback which emphasizes others' validation as reference, tend to lead to lower satisfaction in learning. In contrast, the feedbacks with self referential reference evidently is entailed by better positive affective experience in achieving goals (Pekrun, *et al*, 2013) as students may understand a precise picture of the improvement gap they have gone through. Although in this study, students are required to fulfill some learning targets which align with the features of competence, it is probably due to the existing demand to compare their achievement with external recognition such as exhibition and award accomplishment. This performance-oriented achievement standard may hinder some students particularly those who failed to optimally satisfy this criteria. However, it needs a further exploration to obtain clearer explanation of how significant these points affect students experience in entrepreneurial learning.

Perceptually speaking, the students perceived feedback effectiveness may also contribute in in the forming of perceived cost of feedback seeking behaviour. Feedback is consequence of performance as stated by Hattie and Timperley (2007). This means, whilst the essential role of feedback is informational instrument of improvement, to some extent it also implies judgement of performance (Ashford et al., 2003). In terms of the judgement, the quality of feedback effectiveness is apparently associated with the trustworthiness of the feedback giver. It is evident that students who trust the credibility of the are not impacted by the high cost of feedback seeking behavior (Ashford, Stobbeleir, & Nujella, 2016). One of the plausible explanation would be how the credibility of the feedback giver, in this context refers to teachers, may associate with the perceived importance, usefulness, and meaning of the feedbacks (Rakoczy, Harks, Klieme, Blum, & Hochweber, 2013; Tuckey et al., 2002).

Moreover, the effectiveness of feedback is suggested as related to the characteristcs of the goals setting intervention (Haittie & Timperley, 2011). Specific goals are more effective than general or nonspecific ones, primarily because they focus students' attention, and feedback can be more directed. Teachers can also assist by clarifying goals, enhancing commitment or increased effort to reaching them through feedback. An additional problem occurs when feedback is not directed toward the attainment of a goal. Too often, the feedback given is unrelated to achieving success on critical dimensions of the goal which are the direction towards goals, the current condition, and the next steps to take. Subsequently, feedbacks might be viewed not as effective due to its lack of clarity which pose problems in helping students to understand the teachers' specific expectations in regards to their performance.

Another result of this study revealed that students engagement in learning process employing Ciputra-Way Learning Cycle Model positively contribute towards project performance. Some plausible explanations behind this outcome are elaborated below.

Firstly, the project-based learning as implemented in Ciputra Way Learning Cycle Model might have accomodated the cultivating sense of belongingness in the classroom as students are encouraged to interact intensely either with their teachers as their mentors or classmates as their project partner or potential consumer representatives. This interactions grounded by the learning tasks given might help the students to develop and maintain positive ties with the 'class stakeholders' aformentioned in order to accomplish their business targets. This process is suggested has enabled students to develop frequent and positive intense engagement by which they obtain feedbacks, helps, advices from people they interact with in class, and simultaneously develop sense of connectedness which lead to successful performance. It is supported by the findings of Lam, *et al.* (2014) which stated that "student engagement is a psychological process that mediates the effects of the contextual

antecedents on student outcomes" (p. 215). 3). Echoed with this, Dotterer & Lowe (2011) also found that psychological and behavioral engagement indicated a mediation effect which linked classroom context and academic achievement.

Secondly, despite the fact that the assessment of students in the Ciputra Way Learning Cycle Model is measured based on some criterions, it should not be ignored that the relational qualities perceived by students might have played an essential role as well. Although students performance are directed towards certain targets or goals, class dynamics does not simply work mechanically but is rather socially fluid. The results probably indicate that the engagement exerted by students is merely a fine manifestation of good connectedness between the students and the classroom (Dotterer & Lowe, 2011). Perceived social support which is consistently reinforced by teachers and classmates might enhance students experience of positive belongingness. In contrast, those who experience conflicting relationship with the classroom tend to show disengagement with classroom activities (Connell as cited in Dotterer & Lowe, 2011). The entailing positive emotion of belongingness is actually esential as an adaptation resources which students can utilize during their encounter with the challenges of the tasks (Reschly, Huebner, Appleton, & Antaramian, 2008). In short, positive emotional experience has become a motivational drive to encourage students to persist and achieve better.

However, this present study have not elucidated how each dimension of engagement leads to the quality of project performance. It is still provides a vague notion of the possible effective way engagement can be encouraged in the classroom context. Therefore, in the future research, it is important to take into account that engagement was supposed be treated as multidimensional, with each its aspect's sub-dimension (Appleton, 2008; Carter, Reschly, Lovelace, Appleton, & Thompson, 2012; Zhang et al., 2012). Therefore, it is expected to yield a clearer identification of positive contribution of each engagement aspect towards project performance.

IV. CONCLUSION

Feedback Seeking Improvement shows negative contribution towards Entrepreneurial Project Performance meanwhile Learning Engagement positively contributed to the same outcome variable. Future studies are suggested to include the variables of goal orientation in order to obtain better understanding regarding how students perceive the worthiness of feedback seeking as means of improvement. It is also recommended to explore Learning Engagement by each its respective sub dimension, with the aim to comprehend students perspective in perceiving the parametre included in assessment mechanism of performance, therefore it will enable better understanding not only through the teachers professional judgement but also students perspective as their own self–referential feedback.

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