

Influence Of Entrepreneurship Motivation Through Entrepreneurship Day Programme Among Students Segamat Community College

Anita Supramaniam
Segamat Community College, Johor
anita_maya@yahoo.com

Muhammad Razuan Abdul Razak
Pasir Salak Community College, Perak
razuanrx@gmail.com

Yokana Veliapandian
Segamat Community College, Johor
anita_maya@yahoo.com

Abstract

Business education has become a global trend in the twenty-first century. In line with the government's desire to support and encourage people to become entrepreneurs, the field of entrepreneurship is thriving. Students at the Institute of Higher Learning (IHL) should have entrepreneurial skills. This study looked at the impact of the Entrepreneurship Day Program on students at Segamat Community College. Furthermore, this research looks into the relationship between leadership and career aspects. Among the students took the education course, 82 were chosen as respondents. This is a descriptive study, and questionnaires were distributed to gather feedback. The findings indicated that the Entrepreneurship Day programme could impact KKS students' motivation. Furthermore, this study found a strong positive correlation ($r=0.89$) between entrepreneurship leadership and career aspects. Meanwhile, colleges must carefully plan and implement entrepreneurship development programmes to increase the number of entrepreneurs and create successful entrepreneurs capable of competing globally to improve the country's economic achievements.

Keywords:- Motivation, Leadership, Entrepreneurial Career

1.0 Introduction

The 9th Malaysia Plan outlines the government's initiatives to increase bumiputra equity ownership to 30% by 2020. (Malaysia, 2006). Reza Wattimena (2011) states that a self-employed society should operate a business or undertake freelance labour. 8.00 a.m. to 5.00 p.m. is not the same as a paycheck, working under working hours, and having to comply with specific criteria imposed on an employee. As a result, developing school care programmes is highly beneficial in putting students' entrepreneurial values into practice (Rodriguez-Pose & Hardy, 2015; Zaidatol Akmaliah & Bagheri, 2011).

Furthermore, before getting into a company and entrepreneurship, one must understand the traits of an effective and efficient entrepreneur. An entrepreneur appears due to various and trainable elements rather than possessing innate or congenital personality qualities (Lope Pihie and Elias, 1998). Teachers' use of teaching and learning strategies throughout teaching and learning sessions is critical to students' academic performance improvement. Choosing appropriate and effective tactics can assist students in achieving instructional objectives and providing positive feedback during the learning process. A teacher must identify the abilities and needs of students to accept the teaching challenges offered to determine the effectiveness of a teaching technique (Judeh and Rahim, 2011).

In this regard, higher education institutions (HEI) should cultivate entrepreneurial skills so that students can launch their businesses after graduation. Students are the ones who will shape the country in the future. They have a wide range of competence in high-level knowledge, which is very beneficial if it can be channelled in the appropriate direction and used by future generations. Students should be encouraged to pursue entrepreneurship since they have the potential to become successful entrepreneurs. Students should have access to entrepreneurial opportunities. Their attitude, passion, and perception of entrepreneurial professions should be changed so that they choose entrepreneurship as an employment possibility after graduation (Nasharudin and Harun, 2010).

1.1 Problem Statement

After implementing the New Economic Policy (NEP) in 1970, the issue of entrepreneurship began to emerge in Malaysia. The NEP's purpose is to reduce and eradicate poverty while hastening the process of reorganising Malaysian society to remedy the country's economic imbalance. Establishing a viable commercial society and bumiputras enterprise is a crucial strategy for achieving the objectives of the New Economic Policy. Entrepreneurship is critical for society because the culture of eating wages might atrophy among its citizens. Nonetheless, a culture of self-employment can be fostered (Judeh and Rahim, 2011).

The Higher Education Institution is the primary platform and field for producing a productive and professional workforce to mobilise our leadership's development mechanisms and machinery. According to research by Nemerzitski et al. (2013), more than half of pupils who leave school are still

unemployed. Such unemployment occurs because they are unsuitable for the sector and lack the necessary skills to be self-sufficient as entrepreneurs. According to Kinuthia et al., a range of very thick self-issues, internal and external problems among the unemployed, and entrepreneurs were failing to cause a lack of savvy and incompatibility of the values of pure entrepreneurs are also contributing elements to this phenomenon (2014). As a result, efforts to generate true entrepreneurs should be taken more seriously, beginning at the grassroots level, such as bending bamboo from reeds, so that these employability skills can be taught to school pupils. The researchers would want to propose research to determine the extent of influence of motivational, leadership, and career components of entrepreneurship among students at Segamat Community College at KKS through the entrepreneurship day programme.

1.2 Objectives

The objectives to be achieved through this study are:

- i. Identify the motivational influence of students through the Entrepreneurship Day Programme among Segamat Community College students.
- ii. Identify the relationship between the leadership and career aspects of the business.

1.3 The importance of the study

As one of the soft skills components highlighted by the Ministry of Higher Education, this research can provide feedback on Public Institutions of Higher Learning (PIHL) students enrolled in engineering courses. This study examines how they apply, are aware of, and have mastered entrepreneurial skills (MOHE). The university, MOHE, and students are among the groups who stand to gain from the study's findings.

2.0 Literature Review

In determining the function of motivation for entrepreneurs, Stefanovic, Prokic, and Rankovic (2010) determined that it is based on sustainability (survival) in the requirements of entrepreneurs. A man's primary concern is to provide for his fundamental requirements and prevent famine. The viewpoint of business owners, who perceive the need to use the chances provided, is different simultaneously. According to Tlaiss researchers (2014), the motivation of entrepreneurs is crucial to igniting dormant intentions and energising their actions. So, the connection between intention and action is made by motivation (Bahyah, Azharuddin, Mukhiffun, and Abdul Rahim, 2003).

Through entrepreneurial endeavours, the importance of motivation through potential ideals and expectations can be attained, and it becomes a culture of how a person expresses himself in a community context (Wu and Li, 2011). As a result, businesses are in charge of developing motivating enterprise activities that can concentrate their operations and position them as the market's leading innovators. Businesses can help in many facets of human existence while maintaining a strong focus on the client (Abdul Wahab

and Rafiki, 2014). Since most prior studies have supported the motivating element, it should be investigated. The degree of desire to influence entrepreneurial career-choosing behaviour is predicted by views toward entrepreneurial careers, according to Ravi N. (2015).

3.0 Methodology

An actual experimental study was employed as the research approach to learning more about the impact of the identified independent variables on the dependent variables. Ex-post factor analysis was used for the investigation. The descriptive analysis describes the distribution of entrepreneurship's career, leadership, and motivational components. An online survey assessing the Likert scale type was the research tool employed in this investigation.

Purposive sampling is the sampling strategy used in this investigation (Wiersma,1995). This study aims to investigate the motivational impact of students participating in the Entrepreneurship Day programme. At Segamat Community College, the study was completed. According to Table 3.1 the researchers' sample studies for this study.

Table 3.1: Distribution of the Number of Student Respondents at Segamat Community College (KKS)

Units	Sample
Computer and Network System Certificate (SSK)	23
Manufacturing Technology Certificate (SMN)	12
Certificate in Electrical Technology (SKE)	28
2D Animation Certificate (SDD)	11
Building Maintenance Certificate (SPB)	8
The number of samples taken by KKS	82

3.1 Research Procedure

The background analysis of the respondents in the questionnaire involves three items, namely gender, course, and class. A total of 82 respondents were made as respondents to this study.

The analysis for this question sought to determine the number of students by gender among the 82 total responses. According to the results, there were 57 male student respondents, or 69.5 per cent of the total, and 25 female student respondents, or 30.5 per cent.

According to the study programmes at Segamat Community College, the survey results showed the percentage of students who replied. The Electrical Technology Certificate Programme (SKE) supplied 34.1 per cent, followed by the Computer and Network Certificate Programme (SSK) with a contribution of 28.0%. The Manufacturing Technology Certificate (SMN) programme generated 14.6 per cent, and the 2D Animation Certificate (SDD) programme supplied 13.4 per cent. Of all the students that replied to the survey, 9.8% were from the Building Maintenance Certificate Program (SPB).

4.0 Results

A statistic known as descriptive type analysis is used to describe the properties of variables. Data like mean and standard deviation are obtained using descriptive statistics.

4.1 First Objective Analysis

This is the first impartial analysis of how student motivation affects the entrepreneurship day programme among KKS students. The analysis means score used for the study is shown in the table below, with scores between 1.00 and 2.33 indicating a low level of interpretation and scores between 3.68 and 5.00 indicating a high level.

Table 4.1: Mean Score of Motivational Aspects

No	Motivational Aspects	Mean score	Standard deviation	Level
1.	Adding interest to business and entrepreneurship	3.85	0.81	High
2.	Improving the quality of life through business.	3.95	0.80	High
3.	Contribute to ancillary income.	4.16	0.76	High
4	Create flexible working hours and times.	3.98	0.79	High
5.	Opening the mind so as not to be tied to the work of eating a salary.	4.16	0.76	High
6.	Opening up wide-ranging opportunities for young people to get a job	4.21	0.72	High
7.	Pushing me to be a boss.	3.99	0.76	High
8.	Helps improve relationships with classmates in business.	4.12	0.720	High
9.	Dismissing the incentives of the college to hold a day of entrepreneurship at all times	4.06	0.77	High
Average Overall mean Score		4.05	0.77	High

According to the overall average mean score, which was 4.05, a high level, the Entrepreneurship Day programme can significantly impact KKS students' motivation. The student population believes the curriculum inspires them to see a wide range of employment prospects, as evidenced by the highest mean score of 4.21. The results revealed two mean scores with an identical value of 4.16. The students concurred that participating in this programme might generate more revenue and free them from being dependent on a fixed income for subsistence.

4.2 Second Objective Analysis

The relationship between the career element of the business and the leadership aspects was investigated to provide an answer to the second research question. The outcomes are shown in Table 4.2. With a career gain of 4.06, the Leadership component displayed a higher average mean score than that, which is at a high level. However, the business's career component is rated well (3.99).

Table 4.2: Mean Score Dreams nan and Career Entrepreneurship

Aspects	Mean score	Standard deviation	Level
1. Leadership Aspects	4.06	0.57	High
2. Interested in an entrepreneurial career	3.99	0.62	High
Average Overall mean Score	4.00	0.67	High

4.3 Normality test for data distribution

To determine the data normality from the results published, normality tests were conducted, and it was discovered that the sample was dispersed normally. As for the histogram's shape, the distribution frequency shows that the study's data is evenly dispersed because it takes the form of a high distribution in the middle with low distributions on the left and right. It also indicating a normally distributed sample is a standard deviation value of less than one (Chu Yan Piaw, 2006). The range of skewness values from -1 to 1 implies a normal distribution, according to Hishammuddin Md. Som (2005). The data distribution normality test results are in figure 4.1 and figure 4.2, and the sculptor often uses the metered inference statistic test to assess the second study's research question.

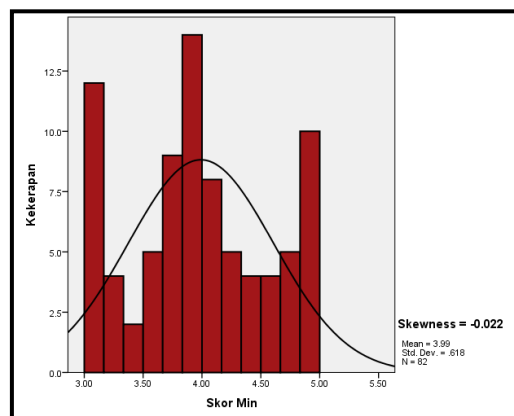


Figure 4.1: Normality Test Histogram Leadership

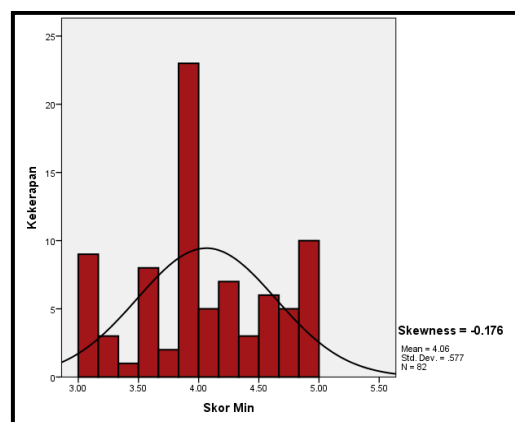


Figure 4.2: Career Normality Test Histogram Entrepreneurship

4.4 Regression Data Analysis

Regression analysis is displayed in Table 4.3, where the correlation coefficient between the criterion variable and the predictor variable is 0.893. The career entrepreneurship variable's change of 79.5 per cent, as indicated by the R² value of 0.795, can be attributed to a change in the prediction variable, the leadership component. The unpredictable criteria n variable may have changed by 20.5 per cent due to variables (or other factors) that were not examined in this study. The outcomes also demonstrated a statistically significant (p 0.01) correlation between the criterion and prediction variables. A career as an entrepreneur is plotted against various leadership facets in Figure 4.3.

Table 4.3: Regression Results

Model	R	R Square	Sig
1	0.896	0.795	0.00

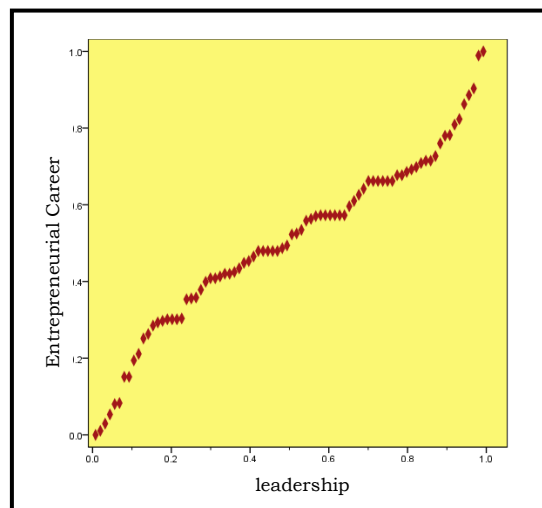


Figure 4.4: Graft Entrepreneurial Career Against Leadership Aspects

The Pearson Correlation test, which the researchers briefly discussed, demonstrated that there is a significant association between an entrepreneurial career and leadership, with an $r=0.896$ value.

5.0 Discussions And Suggestions

5.1 Discussion

Students can gain knowledge, enhance their abilities, and boost their self-confidence by participating in entrepreneurial programmes in real-world settings. The results indicated that the KKS Entrepreneurship Day programme might impact the students' motivation. This result is consistent with Norfadhilah's (2010) assertion that for students to grasp and put their newly acquired knowledge of entrepreneurship into practice and ultimately decide to pursue an entrepreneurial career, they must be exposed to entrepreneurial education. The programmes and initiatives in place generally

need to be strengthened and kept up to encourage students to choose entrepreneurial jobs.

The programmes serve as a platform for them to develop their leadership qualities. Additionally, it can generate braver, more imaginative, and innovative pupils to become great entrepreneurs. Rahim and Lajin's (2015) study, which claims that entrepreneurship programmes or activities applied in schools effectively enhance students' interest and improve entrepreneurial practises, lends credence to the findings. As a result, such programmes are still promoted to students to increase their participation. According to this study, when students are focused, motivated, and exposed to a wide range of business and entrepreneurship through entrepreneurial programmes or activities, the likelihood that they will have entrepreneurial value and a propensity to select a job after graduation is high.

5.2 Suggestions

It is suggested that future researchers divide respondents by gender, focusing on women in entrepreneurship, as women can advance in the field of entrepreneurship to obtain better research results. Future researchers can also include other institutions in their sample collection. Future research can concentrate on the variations in entrepreneurial career goals between students at training institutes in Malaysia and those in other nations. It intends to evaluate additional factors that influence students to select an entrepreneurial career by examining career ambitions among students in Malaysia and students from other nations.

6.0 Conclusion

Choosing a career is ongoing and starts with how a student views the working world and continues into adulthood. Malaysia is transitioning its society from one that is dependent on the government to one that is self-employed. The government of Malaysia and the Ministry of Education actively support the initiative by granting significant funding for entrepreneurship. This attempts to expand the number of business owners and produce a variety of employment options (Mazlina & Selvaraju 2015). Various programmes were run to introduce pupils to the value and potential of entrepreneurship, including entrepreneurship classes for KKS students. Learning through experience is one of the most efficient ways to give entrepreneurship education. By starting a business, students at least receive experience and early exposure as entrepreneurs.

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