
Entrepreneurial Readiness Amongst Student at Pengkalan Chepa Vocational College

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Abstract

This study aims to survey Entrepreneurial Readiness among students of Pengkalan Chepa Vocational College in the state of Kelantan who follow the Information Business Management Diploma Program. This study was conducted in a quantitative approach using survey methods. The study sample consisted of 40 students in semesters 3 and 4 to answer the questionnaire. The instrument used for this descriptive study is based on Mc Clelland and Mc Ber & Co's entrepreneurial competency instrument. (1985). Entrepreneurial competence according to Mc Clelland (1985) consists of 13 characteristics which are initiative, seeing and seizing opportunities, tenacity, searching for information, caring about high quality of work, commitment to work agreements, efficiency oriented, planning systematically, solving problems creatively, self-confidence, assertiveness, convincing others, and being able to use influence strategies. The study also found that persistence is the most dominant characteristic of entrepreneurial competence in students. The results of this study show that the level of student self-competency for all 13 characteristics of self-entrepreneurship competence for the majority of Semester 3 and 4 students at Pengkalan Chepa Vocational College is at a moderate to high level.

I. INTRODUCTION

These entrepreneurial values need to be inculcated in the souls and hearts of students while they are at university and this can educate an entrepreneurial mindset among graduates after they graduate. The field of entrepreneurship is one of the important aspects in the development of the country in this century. Vocational high school graduates need to be equipped with broad insights and abilities to solve problems in the workplace to be competitive. Therefore, they need to have new competencies that are needed by the global job market (2021). The goal is to ease the adaptation in their work environment. Various initiatives have been created to help the community in strengthening entrepreneurship activities and programs (Zahariah et al., 2010; Ismail et al., 2009). In line with the IPT's Entrepreneurship Development Policy, the Ministry of Higher Education (KPT) is also involved in promoting the development of entrepreneurship curriculum in higher education institutions in Malaysia (Ismail et al., 2009). This effort is to apply exposure, awareness, inject entrepreneurial skills

and knowledge, thus inculcating entrepreneurship in students, and subsequently be able to produce graduates who venture into the field of entrepreneurship as a career in the future (Nabi and Holden, 2008; Nor Aishah, 2002; Ministry of Education Malaysia 2001; Malaysia 2006).

II. PROBLEM STATEMENT

Although various plans have been implemented to increase Malaysians' interest in entrepreneurship (Samsudin, et al. 2016), past researchers through a review of the literature conclude that the percentage of Malaysians who venture into entrepreneurship is still low (Nawang et al., 2016).

Malaysia's potential in providing an entrepreneurial ecosystem is recognized as good, but people's participation in entrepreneurship has not yet involved people from a comprehensive community group (Masruki et al., 2012). This is also related to most youth in Malaysia including university students preferring to work either in the private or public sector rather than being an entrepreneur (Sarif & Amran, 2006), while the job market is limited

(Abbas, 2015) which also contributes to the issue of unemployment among university graduates. This is an issue that requires urgent research because a high number of people venturing into entrepreneurship is important to support a high-income country (Ooi & Ahmad, 2013), which is the direction the country wants to achieve. In addition, people's involvement in entrepreneurship can also help reduce the unemployment rate in Malaysia (Salleh et al., 2016). In order to increase the number of Malaysians venturing into entrepreneurship, there are various strategies and focus groups given focus by the government, including university students.

Therefore, the government through the Ministry of Higher Education focuses on producing more students who venture into entrepreneurship after graduation. Nevertheless, statistics show that the performance of universities in Malaysia in producing students who choose entrepreneurship as a career is still low. Literature reports that there is a gap between the government's expectations of youth involvement in entrepreneurship and the actual number of youth involvement (Mustapha & Selvaraju, 2015). The figures achieved show that there are gaps that have not yet been filled. Therefore, this problem requires further study in identifying the factors that encourage a student to choose entrepreneurship, so that the national agenda to increase community involvement in entrepreneurial activities can be increased.

III. OBJECTIVE OF THE RESEARCH

Therefore, this study has research objectives which are:

- i. Identify the most dominant characteristics of entrepreneurial competence.
- ii. Identifying the level of entrepreneurial competence among semester 3 and 4 students at Pengkalan Chepa Vocational College.

IV. LITERATURE REVIEW

Entrepreneurial competence is defined as a person's ability, ability and or competence in carrying out entrepreneurial functions effectively. The influence of the practice of a person's life values, attitude and internal urge to do the job with excellence encourages the individual to have this entrepreneurial competence. With the presence of entrepreneurial competence in a person, he will be more capable and perform tasks more efficiently and effectively compared to other people who have the same knowledge and qualifications.

In general, competence is a standard for performing a specific task. The concept of competence combines elements of knowledge, skills and certain characteristics that an individual must have to perform the task directed effectively (N. Lukyanova, 2015). The competence possessed by a person has a direct relationship with work performance (N. Lukyanova, 2015). If an employee has high competence, then the work performance produced is also high.

In previous studies, competence has many definitions (Hayton & McEvoy, 2006; Hoffman, 1999). The terms "skills", "expertise", "intelligence" and "competence" are interrelated and often used interchangeably (Mitchelmore & Rowley, 2009; Smith & Morse, 2005). The term competence was originally used in the field of education to explain the behavior of trainee teachers (Mitchelmore & Rowley, 2009). The term is widely used and much discussed in the field of management especially in the United States (Boyatzis, 1982). Competence is not seen as a list of tasks that need to be performed but rather a person's ability to perform the given task. Boyatzis (1982) developed a competency model involving two thousand managers and has identified over 100 competency characteristics for managers.

Dam et al. (2010) explained competence as the personal characteristics of individuals that will contribute to work performance. Dam et al. (2010) classified entrepreneurial competence into three dimensions, namely knowledge, attitude and skills. The combination of the three dimensions of competence is required to produce excellent achievements as a successful entrepreneur. However, until now there is no list of entrepreneurial competencies that can be used universally (Man and Lau, 2000).

Academics can encourage students to build their own businesses during the entrepreneurship course and this can give exposure to students related to the challenges faced by entrepreneurs in the real world. With this, students will indirectly gain new knowledge and real experience in the world of entrepreneurship (Hisrich & Peters, 2002). Apart from that, students can also be exposed to techniques and strategies for the preparation and presentation of business plans with confidence, encouragement for the development of ideas about product and service development and systematic business planning.

According to Norudin et al. (2011) in his study found that the majority (74.4%) of students have an interest in becoming an entrepreneur in the future. A study conducted by Falck and Woessmann (2010)

showed that students in Catholic private schools have lower and weaker entrepreneurial aspirations.

Based on Sarimah's (2001) study, 50.2% of Accounting Diploma students from Sultan Abdul Halim Mu'adzam Shah Polytechnic, Port Dickson Polytechnic, Kota Bharu Polytechnic, Sultan Ahmad Shah Polytechnic and Ungku Omar Polytechnic tend to engage in the field of entrepreneurship because this field guarantees freedom do work for them.

Norasmah and Salmah's (2011) study found that freedom had a great impact on the participants of the Graduate Entrepreneur Scheme to choose the field of entrepreneurship as a chosen career. The findings of these two studies show that freedom of employment is one of the main factors for individuals to venture into the field of entrepreneurship. This is because the field of entrepreneurship is able to provide space for those who yearn for absolute freedom in addition to wanting to challenge their potential.

Abd. Rahim et al. (2001) explained, among the entrepreneurial competencies that need to be formed through entrepreneurial education is the need for achievement, leadership, creativity, confidence, having connections, taking initiative, taking risks, being imaginative and having the ability to analyze. Dam et al. (2010) explained, entrepreneurial competencies that are relevant to teacher education to shape entrepreneurial behavior are entrepreneurial knowledge, self-efficacy, creative thinking, teamwork, adaptability and networking skills. The importance of mastery of entrepreneurial competence is increasingly felt when there is an unemployment problem that is getting worse (Norasmah and Rasmuna, 2012).

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Readiness is a condition for someone to be able to or to do what the plan. Readiness is a person's overall condition which will make them ready to respond or answer in a certain way to a situation or condition that is happening (Rico, 2021). Graduates who successfully prepare for the future or workplace will be able to survive in the workplace with those skills. The faster the skills or provisions that are prepared, the faster they will be in exploring the workplace.

In this study, the construct of entrepreneurial competence is using the entrepreneurial education model developed by Mc Clelland and Mc Ber & Co. (1985) and has been modified based on the context of students in Malaysia.

V. RESEARCH METHODOLOGY

This study was carried out in the form of a quantitative approach which is a survey method using questionnaire instruments.

i. POPULATION:

The study population consisted of 40, 3rd and 4th semester students who took the Business Management Diploma Course at Pengkalan Chepa Vocational College. All the students were selected as respondents of the study.

ii. INSTRUMENTS OF RESEARCH

The instrument used for this study is an entrepreneurial competency questionnaire that has been adapted from a study by Mc Clelland and Mc Ber & Co. (1985). According to McClelland's study (1985), there are 13 characteristics of entrepreneurial competence, namely initiative, seeing and seizing opportunities, persistence, seeking information, emphasizing high quality work, commitment to work agreements, efficiency-oriented, making systematic plans, solving problems creatively, self-confidence, assertiveness, convincing others and being able to use influence strategies.

Each of the 13 competencies has 5 related questions. The total number of questions is 65 questions in total. Respondents answer the 65 questions by filling out based on a Likert scale of 1 to 5 (1 for strongly

disagree, 2 for disagree, 3 for less agree, 4 for agree, and 5 for strongly agree). All respondent questionnaires were analyzed descriptively using SPSS version 24 software.

VI. RESULT AND DISCUSSION

a. CHARACTERISTICS OF THE MOST DOMINANT ENTREPRENEURIAL COMPETENCE

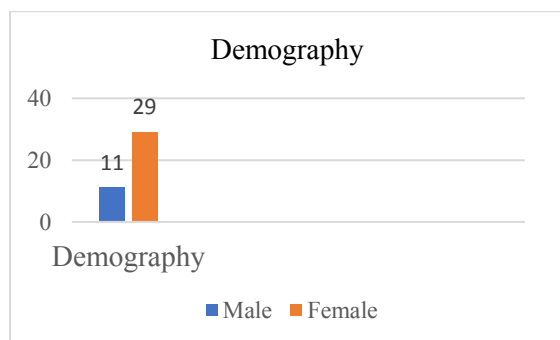
The level of self-entrepreneurship competency of students is assessed based on Table 1 below.

Table 1: Evaluation Level Based on Min Score

Mean Score	Evaluation Level
1.00 – 2.33	Low
2.34 – 3.67	Medium
3.68 – 5.00	High

Source: Mohammad Najib (2003)

Table 2: Gender of Respondents



Based on table 2 above, there were 11 male respondents while 29 female respondents.

Table 3: Level of Entrepreneurial Competence

	Descriptive Statistics					Level
	N	Minimum	Maximum	Mean	Std. Deviation	
C1	40	3	5	3.88	.455	High
C2	40	2.20	4.60	3.8600	.54009	High
C3	40	2.40	4.60	3.7950	.60169	High
C4	40	2.20	5.00	3.8100	.63237	High
C5	40	2.40	4.60	3.4900	.50424	Medium
C6	40	1.80	5.00	3.2200	.64657	Medium
C7	40	2.00	4.00	3.2400	.49240	Medium
C8	40	2.20	4.60	3.6200	.61569	Medium
C9	40	2.00	4.20	3.4000	.55470	Medium
C10	40	1.60	5.00	3.5100	.78961	Medium
C11	40	2.20	4.20	3.2050	.47822	Medium
C12	40	2.20	5.00	3.5550	.72817	Medium
C13	40	2.20	5.00	3.9000	.73170	Medium
Valid N 40						

(listwise)

Referring to Table 3 above, in general terms, the researcher found that the respondents studied have a level of entrepreneurial competence at a medium and high level. Moderate entrepreneurial competence is based on the characteristics of focussing (3.49), commitment to work agreements (3.22), efficiency-oriented (3.24), making systematic plans (3.62), solving problems creatively (3.40), self-confidence (3.51), assertiveness (3.20) and convince others (3.55)

While the high level of entrepreneurial competence is on the characteristics of tenacity (3.795), seek information (3.81), initiative (3.88), see and seize opportunities (3.86) and use influence strategies (3.90). Therefore, the study found that the most dominant feature of self-entrepreneurship competence is using influence strategies with the highest mean of 3.90.

b. COMPETENCE LEVEL OF STUDENT SELF-ENTREPRENEURSHIP

Table 4 below shows the number and percentage of respondents who have the characteristics of entrepreneurial competence at a medium and high level. It was found that out of 40 respondents, a total of 23 people (57.5%) had entrepreneurial competence at a moderate level overall for all 23 competence characteristics. While a total of 17 respondents (42.5%) have entrepreneurial competence at a high level.

Table 4: Level of Competence and Percentage of Respondents

ALL MEAN				
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Medium	23	57.5	57.5	57.5
High	17	42.5	42.5	100.0
Total	40	100.0	100.0	

Further analysis was conducted to identify the level of entrepreneurial competence for all respondents for all 13 characteristics of entrepreneurial competence. Table 4 shows the mean value obtained which is 3.57. This explains that the level of entrepreneurial competence among semester 3 and 4

students who follow the Business Management Diploma program at Pengkalan Chepa Vocational College is generally moderate.

Table 5: Overall Mean of Entrepreneurial Competence

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Tahap
ALL_MEAN	4	2.58	4.31	3.575	.38483	Sedertiana
	0			8		
Valid N (listwise)	4					
	0					

SUMMARY AND SUGGESTION

The study found that the level of entrepreneurial competence for semester 3 students who took the Business Management Diploma program at Pengkalan Chepa Vocational College is moderate. However, when the analysis was done on each respondent, it was found that 43 percent of the respondents (17 people) recorded a high mean value. This shows that overall the 3rd and 4th semester students who took the Business Management Diploma program at Pengkalan Chepa Vocational College have the characteristics of entrepreneurial competence.

The entrepreneurial competence needs to be stimulated and applied more deeply in students through other entrepreneurial activities or programs apart from the entrepreneurial courses they have studied. This is to ensure that students are equipped with solid entrepreneurship knowledge apart from the knowledge related to the field of study they follow at the community college. Since the current era is a challenging era where many graduates are unemployed after graduation, then, having advantages in entrepreneurship knowledge will increase the value of graduates in the eyes of society. The study found that out of 13 entrepreneurial competencies, the competency that recorded the

highest mean value was using influence strategies (3.90), while the lowest mean was the competency

of commitment to work agreements (3.22). This shows that students tend to think of strategies that can be influenced by others without trickery for a business information. This is because, an entrepreneur is a leader in his company, and as a leader, an entrepreneur needs to be able to influence employees, and the industry he is involved in so that he can achieve his business goals.

However, students are less committed to work agreements. This shows that when given a task or trust. Even so, the mean is still at a moderate level. Therefore, students need to be trained to be willing to make personal sacrifices to complete a task. They need to be a person who is fully responsible in completing a job in order to give satisfaction to the customer. They also need to be trained to always ensure that every promise made, especially with customers, suppliers and other parties, is fulfilled as agreed.

CLOSING

Entrepreneurship courses offered at vocational colleges are able to improve students' understanding and solidify their experience in the field of entrepreneurship. Programs and activities based on the culture of entrepreneurship can attract their interest to venture into this field so that they become a successful entrepreneur one day. There are several past studies that found that students who are exposed to formal entrepreneurship education tend to have high self-entrepreneurship competence. This entrepreneurship competition is very important and useful as a preparation for students to face the increasingly challenging human capital competition after completing their studies.

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