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# Motivating Logistics Service Certificate Students in Entrepreneurship: A Study on Factors and Strategies

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## Abstract

The advancement of many graduates in entrepreneurship stands as a primary national agenda, aligning with the National Entrepreneurship Policy 2030 (DKN 2030). Institutions of Higher Education (HEIs) bear the responsibility of fostering and instilling entrepreneurship among students, equipping them to confront future challenges. However, discourse on motivating students regarding the subject of entrepreneurship remains limited and lacks extensive debate. In light of this, the present study aims to delve into the motivation of Logistics Service Certificate (SLK) students concerning the Entrepreneurship subject at the Kuala Langat Community College Sepang Branch (KKKLCSG). The methodology employed in this research utilizes a survey method coupled with a quantitative approach. Questionnaire instruments are assessed using a 5-point Likert scale, and data are analyzed using Statistical Packages for Social Sciences (SPSS) version 27 software. The respondents comprise 48 students selected from KKKLCSG through easy randomization. The primary findings of the research reveal that the motivation level of SLK students at KKKLCSG is exceptionally very high (Mean = 4.44, SD = 0.580), indicating significant effort by instructors to foster a positive outlook towards learning entrepreneurship subjects. This research bears important implications for the development of instructors' knowledge in teaching and learning practices. It offers insight into the current state of entrepreneurship-related aspects among Community College students. Additionally, there is a dearth of research focusing on digital entrepreneurship within ranked Community Colleges, warranting further investigation into the level of motivation among students, especially those pursuing different areas of study.

**Keywords :** *Entrepreneurship; motivation student; Logistics Service Certificate; community college; subject*

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## I. INTRODUCTION

The field of entrepreneurship has experienced rapid growth in tandem with government initiatives aimed at encouraging Malaysians to explore opportunities beyond traditional employment provided by the government and private sectors. In today's competitive business environment, a robust education in entrepreneurial skills can equip graduates with the necessary competencies. Several recent studies [21] underscore the importance of emphasizing graduates' ability to work independently and maintain positive mental health, which can help reduce instability in our country and contribute to its vision of becoming a developed nation. Additionally, Zafir [22] notes that the

"Entrepreneurship Fever" began in the mid-1980s, leading to rapid advancements in the field. The shift towards independence and subsequent changes in the education system have significantly influenced Malaysian society.

The introduction of the New Economic Policy (NEP) in 1970, championed by Malaysia's second Prime Minister, Tun Abdul Razak Hussein, has encouraged Malaysians to explore entrepreneurship. Traditionally, graduates aspire to secure employment in either the private or public sector commensurate with their educational qualifications. However, intensifying competition for job vacancies and the proliferation of high-qualified positions have limited opportunities for those with advanced education. Candidates with

higher qualifications often prioritize roles that match their credentials, prolonging their entry into the workforce compared to those who accept positions below their qualifications. Moreover, the annual increase in the number of graduates from higher education institutions, both public and private, exacerbates the situation, as job openings fail to keep pace with the influx of applicants.

In economic terms, this scenario resembles excess demand, where the demand for jobs surpasses the available supply. Consequently, many individuals remain unemployed for extended periods due to a strong preference for salaried employment and reluctance to pursue entrepreneurial endeavors. Recent studies [14] indicate that our society tends to discourage entrepreneurship among children, reflecting a low propensity for risk-taking. Therefore, graduates should be encouraged to explore self-employment opportunities or start small businesses, as the field of entrepreneurship currently offers abundant job prospects.

Entrepreneurship education has been integrated into Malaysia's educational system as early as primary education. Recognizing its significance in providing students with the skills and mindset to pursue entrepreneurship as a career path, the Ministry of Higher Education has demonstrated commitment to its implementation, particularly through Community Colleges. Entrepreneurship is a compulsory subject across all programs offered at Community Colleges. Initial surveys indicate that students enthusiastically engage in business activities outlined in the syllabus and achieve success.

## II. LITERATURE REVIEW

As highlighted by Suria [23] in the paper titled "Readiness of Higher Education Students to Venture into Entrepreneurship; A Case Study," 80 percent of the study respondents lacked confidence in their ability to succeed as entrepreneurs. Consequently, the primary objective of this study is to introduce entrepreneurship motivation to cultivate students' interest in entrepreneurship and, subsequently, instill the self-confidence needed to pursue entrepreneurial endeavors. Additionally, the study aims to encourage and bolster students' confidence levels in embarking on entrepreneurship or aspiring to become entrepreneurs in the future. Specialized entrepreneurship education within specific fields, particularly in Technical and Vocational Education, not only trains skilled and semi-skilled labor but also fosters students' interest in entrepreneurship.

According to a study by Mohammad Kamaluddin [16], engineering graduates from Universiti Teknologi Mara (UiTM) were found to be more inclined towards working with existing organizations rather than pursuing entrepreneurship.

This trend is also observed among a significant number of engineering graduates from KUiTTHO. Research findings by Steward and Boyd (cited in Zaidatol Akmaliah, 1993) suggest that 50% of entrepreneurs who start businesses possess prior experience. Moreover, evidence indicates that apart from motivational factors, access to capital, and favorable location, formal education in entrepreneurship plays a crucial role in enabling individuals to establish businesses.

Khairuddin [12] notes that entrepreneurship has often been perceived as a last resort or temporary occupation, chosen after failing to secure more stable and prestigious jobs. This perception contradicts contemporary aspirations and challenges. Several studies [8] argue that students' choice of career is influenced by their field of study, as well as by external factors such as teachers, parents, friends, and the prevailing environment, which may contribute to the inclination towards entrepreneurship.

Students at Kuala Langat Community College Sepang Branch (KKKLCSG) frequently participate in entrepreneurship activities and programs organized by the college and external agencies. These initiatives include seminars, carnivals, business challenges, entrepreneurship workshops, and sales activities. Despite observed student interest in these programs, feedback from KKKLCSG alumni data suggests that entrepreneurship is not the primary career choice for students. This could be attributed to the lack of effective exposure to and nurturing of entrepreneurship among students, as well as a dearth of feedback mechanisms to gauge student interest in entrepreneurship. Therefore, this study aims to identify factors contributing to final semester students' inclination towards entrepreneurship. Moreover, graduate unemployment remains a pressing issue for the country, and entrepreneurship is viewed as a potential solution to address unemployment, stimulate economic growth, and foster competitiveness [1]. Providing exposure to entrepreneurship equips students to adapt in case of difficulties in securing employment in their respective fields upon graduation. Hence, the researcher seeks to ascertain the motivation of Logistics Services Certificate students towards entrepreneurship.

Furthermore, the vision of the Community College is to spearhead entrepreneurship development, while its mission is to produce entrepreneurs who apply knowledge and technical skills in alignment with the Higher Education Entrepreneurship Development Policy. Presently, entrepreneurship appears to be dominated by non-bumiputera individuals. Hence, the study questions whether graduates from this Community College possess the potential to become successful entrepreneurs through exposure to entrepreneurship

and their motivation towards entrepreneurship subjects. Consequently, this study aims to assess the level of motivation among Logistics Services Certificate students towards entrepreneurship subjects.

### A. Importance Of The Study

The significance of this study extends to three main stakeholders: the college, lecturers, and the Department of Polytechnic and Community College Education (JPPKK), under the Ministry of Higher Education (KPT).

From the college's standpoint, this study serves as a valuable tool for college authorities to evaluate the level of implementation, awareness, and proficiency in entrepreneurship skills acquired through the teaching and learning process. It offers insights into the effectiveness of current practices and highlights areas for improvement in fostering entrepreneurial competencies among students.

For lecturers, the study's findings offer valuable research outcomes, particularly for those involved in teaching entrepreneurship subjects. It provides evidence-based insights to help educators plan effective strategies for integrating entrepreneurial skill elements into their teaching methodologies. By understanding students' needs and challenges related to entrepreneurship education, lecturers can tailor their instructional approaches to better address these areas, ultimately enhancing students' learning experiences.

For students, this study serves as a means to raise awareness about the significance of entrepreneurship skills. These skills are essential for students as they navigate their academic and professional journeys, regardless of their field of study. By understanding the importance of acquiring entrepreneurial skills, students can better appreciate the value of incorporating such competencies into their personal and professional development. Additionally, the study can empower students to actively engage in opportunities to enhance their entrepreneurial capabilities, thereby preparing them for future challenges in the dynamic job market.

In summary, this study contributes to the collective efforts of colleges, lecturers, and educational policymakers in promoting entrepreneurship education and fostering a culture of innovation and enterprise among students. By leveraging the insights gained from this research, stakeholders can collaboratively work towards enhancing the quality and relevance of entrepreneurship education programs, thereby equipping students with the skills and mindset needed for success in the modern workforce.

## III. RESEARCH METHODOLOGY

### A. Design Research

This study adopts a quantitative approach utilizing a survey design, implemented through the distribution of a questionnaire adapted from existing literature and research instruments [9]. According to Creswell [5], non-experimental studies may not establish cause-and-effect relationships, but they are effective in elucidating relationships between variables and identifying trends in data. In this non-experimental study, the aim is to discern the motivation levels of Logistics Services Certificate students towards entrepreneurship subjects. Survey research, as affirmed by Chua [3], is capable of addressing various types of inquiries, particularly in exploring attitudes, perspectives, beliefs, emotions, and behaviors. This study specifically targets Logistics Services Certificate students enrolled in entrepreneurship subjects.

To ensure the questionnaire's validity in measuring the intended constructs, a pilot study will be conducted with a small focus group. This preliminary testing phase is essential for refining the questionnaire and ensuring its effectiveness in capturing relevant data.

### B. Population and Sample

The population in this research refers to a collective of individuals who share common characteristics [5]. Specifically, the population comprises all Management Certificate students in Logistics enrolled in the entrepreneurship subject. A sample, on the other hand, represents a subset of the population and is utilized to draw inferences about the entire population [11]. In this study, the sample was selected through regular random sampling, involving 48 students from KKKLCSG who completed the questionnaire. Cooper [4] suggests that an appropriate number of respondents for a pilot study falls within the range of 25 to 100 individuals. Additionally, Johnson [10] recommends a minimum of 30 respondents for a pilot study.

### C. Instruments of Research

This research employs a questionnaire as the primary instrument for data collection, aligning with the research objectives. According to Chua [3], a questionnaire is particularly well-suited for survey research as it can yield reliable and consistent results when appropriately designed [9]. The questionnaire comprises 10 statements, which students rate using a 5-point Likert scale. To ensure validity, the researcher enlisted the help of two entrepreneurship subject teachers to evaluate *the* language, format, and sequencing of the questionnaire items. Subsequently, minor adjustments were implemented to enhance respondent comprehension and facilitate accurate responses.

### D. Pilot Study

The data collection method for this survey research was conducted online, with the questionnaire distributed to respondents via a Google Form webpage link for one week. According to Noraini [11], online data collection methods offer advantages such as ease of administration, quick results, real-time generation of data sets, and sometimes achieving response rates of over 50 percent if well-administered. After collecting and recording responses through the Google Form, the next steps involve analyzing and interpreting the data. The collected data will be analyzed using statistical methods with IBM SPSS Statistics software. Before conducting data analysis, the researcher first learned how to use the SPSS software from a skilled lecturer.

The initial step for the data analysis process using SPSS is to enter data and build an SPSS template. All negative items need to be changed to positive items, where scale 1 for negative items is changed to scale 5, scale 2 to scale 4, scale 3 remains unchanged, scale 4 to scale 2, and scale 5 to scale 1. Negative items within this research are items 3, 6, 7, and 10. Next, the researcher will assess item reliability. The method used to estimate the reliability of research items in this pilot study is by determining internal consistency, as indicated by Cronbach's alpha value [13]. Several recent studies [3], [15] have stated that the accepted Cronbach's Alpha for individual instruments is between 0.65 to 0.95. Based on Table 1, the Likert scale and example question items from the survey were used to gauge respondents' perceptions.

**Table 1: Likert scale and sample question items investigate**

Very Not Agreed	Do Not Agree	Not sure	Agreed	Strongly Agree
1	2	3	4	5
<b>Item</b>				
Q1. I'm having fun learning entrepreneurship subject				
Q2. I gain positive encouragement to learn subject entrepreneurship from lecturer				
Q3. I do not enthusiastic when class entrepreneurship started. ( <b>Negative items</b> ).				
Q4. I immediately make entrepreneurship assignment that given by the lecturer				
Q5. I gain a goal understanding in theory and practice in entrepreneurship subject				
Q6. I procrastinated make an assignment entrepreneurship by lecturers . ( <b>Negative item</b> ).				
Q7. I lack interested involve into area entrepreneurship . ( <b>Negative item</b> ).				
Q8. I learned entrepreneurship subject longer than another subject				
Q9. I'm sure get excellent marks in entrepreneurship				
Q10. I participate less activity in entrepreneurship subject directed by the lecturer ( <b>Negative items</b> ).				

#### IV. RESULT AND DISCUSSION

The data obtained have been collected and analyzed using IBM SPSS Statistics 27 software. In line with the research objectives, the focus of the analysis is on the level of motivation of logistics students at KKKLCSG towards entrepreneurship. Respondents' demographic profile data in Section A were analyzed descriptively using frequency and percentages. Meanwhile, data in Section B of the questionnaire were also analyzed using frequency, percentages, and standard deviation. Since the Likert scale falls under the ordinal data category, frequency and percentage calculations for each category were used for quantitative comparison [3].

Tables 2, 3, and 4 present information and findings from the descriptive analysis related to Part A regarding the background of the respondents in the research. From the analysis of the data, Table 2 reveals that the highest number of respondents who answered the investigative questions were male students, totaling 26 people (54.2%), while female students totaled 22 people (45.8%). Descriptive analysis was used to analyze the data obtained from the 48 respondents to answer the research questions.

**Table 2: Table percentage respondents follow gender**

Levels	Counts	% of Total	Cumulative %
Men	26	54.2%	54.2%
Female	22	45.8%	100.0%

Next, Table 3 lists the ages of respondents who answered the research questions. The highest number of students aged 19 years old, totaling 24 people (50%). This is followed by 15 people (31.3%) aged 18 years old, 5 people (10.4%) aged 20 years old, 2 people (4.2%) aged 21 years old, 1 person (2.1%) aged 23 years old, and 1 person (2.1%) aged 24 years old.

**Table 3: Table frequency age**

Ages	Counts	% of Total	Cumulative %
18	15	31.3%	31.3%
19	24	50.0%	81.3%
20	5	10.4%	91.7%
21	2	4.2%	95.8%
23	1	2.1%	97.9%
24	1	2.1%	100%

From analysis of the data, Table 4 found respondents the highest 33 students (68.8%) have experience or skills in entrepreneurship, while 15 people (31.3%) are vice versa.

**Table 4: Table period experience / skills entrepreneurship by respondents**

Levels	Counts	% of Total	Cumulative %
No	15	31.3%	31.3%
Yes	33	68.8%	100.0%

Based on the analysis results presented in Table 5, it is observed that the minimum scores for each item of the student motivation construct range between 3.17 and 4.44. This suggests that students' motivation towards entrepreneurship is notably high. Item Q6 has the minimum value of 3.17, indicating that students do not agree with the statement 'I procrastinate in completing entrepreneurial assignments given by lecturers'. Conversely, item Q2, with the highest value of 4.44, suggests that students receive positive encouragement to learn entrepreneurship subjects from lecturers. The range between the lowest and highest minimum items reflects acceptable data consistency, as it indicates that students consistently receive positive encouragement from lecturers and are unlikely to procrastinate in completing entrepreneurial assignments.

Moreover, item Q10 exhibits the minimum value of 3.25, indicating disagreement with the statement 'I participate less in entrepreneurial activities directed by lecturers properly'. This is consistent with the overall positive encouragement students receive from lecturers, leading to active participation in entrepreneurial activities. Additionally, item Q1 has a very high value of 4.35, and item Q9 has a high value of 4.27. This analysis of respondent data indicates a favorable correlation, affirming that students genuinely enjoy learning entrepreneurship subjects and are confident in achieving excellent results in this area.

**Table 5: Analysis descriptive mean and deviation standardized items (N = 48)**

Item	Mean	SD
Q1	4.35	0.635
Q2	4.44	0.580
Q3	3.40	1.455
Q4	4.19	0.673
Q5	4.27	0.644
Q6	3.17	1.358
Q7	3.46	1.304
Q8	3.23	1.171
Q9	4.27	0.818
Q10	3.25	1.361

Referring to Table 6, it is notable that item Q3 has the highest percentage for the option 'Strongly Disagree', accounting for 16.7%. This indicates that the majority of students do not agree with the statement "I am not enthusiastic when the entrepreneurship class starts." Similarly, item Q6 exhibits the highest percentage for the choice of 'Disagree', comprising 20.8% of responses, suggesting that most students do not agree with the

statement "I procrastinate when completing entrepreneurship assignments given by lecturers."

The highest percentage for the 'Not sure' option is observed for item Q8, with 29.2% of students indicating uncertainty about whether they have been studying entrepreneurship longer than other subjects. Conversely, the 'Agree' option receives a high percentage for item Q4, with 58.3% of students indicating their willingness to promptly complete entrepreneurship assignments given by lecturers. This suggests that the majority of students are proactive in their approach to completing assignments in this subject.

Furthermore, the high percentage of 'Strongly Agree' responses for item Q2, accounting for 47.9%, indicates that a significant proportion of students perceive positive encouragement from lecturers when learning entrepreneurship subjects. Overall, these findings suggest a generally positive attitude towards entrepreneurship education among the surveyed students.

**Table 6: Percentage and frequency of items**

Item	Very No Agreed	Do not agree	Not sure	Agreed	Strongly Agree
Q1	0	0	4	23	21
	0%	0%	8.3%	47.9%	43.8%
Q2	0	0	2	23	23
	0%	0%	4.2%	47.9%	47.9%
Q3	8	6	7	13	14
	16.7%	12.5%	14.6%	27.1%	29.2%
Q4	0	1	4	28	15
	0%	2.1%	8.3%	58.3%	31.3%
Q5	0	0	5	25	18
	0%	0%	10.4%	52.1%	37.5%
Q6	7	10	8	14	9
	14.6%	20.8%	16.7%	29.2%	18.8%
Q7	6	5	9	17	11
	12.5%	10.4%	18.8%	35.4%	22.9%
Q8	4	9	14	14	7
	8.3%	18.8%	29.2%	29.2%	14.6%
Q9	1	0	5	21	21
	2.1%	0%	10.4%	43.8%	43.8%
Q10	6	9	12	9	12
	12.5%	18.8%	25.0%	18.8%	25.0%

Chua [3] indicated that data follow a normal distribution when the skewness and kurtosis values fall within the range of -1.96 to +1.96. As demonstrated in Table 7, the skewness and kurtosis values are within the specified range. Hence, the data distribution in this research exhibits good normality.

**Table 7: Skewness and kurtosis values**

Item	Skewness		Kurtosis	
	Skewness	SE	Kurtosis	SE
Q1	-0.458	0.343	-0.612	0.674
Q2	-0.429	0.343	-0.706	0.674
Q3	-0.477	0.343	-1.146	0.674
Q4	-0.677	0.343	1.198	0.674
Q5	-0.315	0.343	-0.631	0.674
Q6	-0.209	0.343	-1.202	0.674
Q7	-0.626	0.343	-0.645	0.674
Q8	-0.220	0.343	-0.721	0.674
Q9	-1.520	0.343	1.895	0.674
Q10	-0.159	0.343	-1.147	0.674

A pilot study was conducted to assess the trustworthiness of each item in the research questionnaire and to determine the degree of consistency and accuracy of the measurement instrument. A highly reliable instrument provides consistent results or nearly the same results each time it is used in equivalent situations. The analysis results for assessing trustworthiness internally through the overall Cronbach's Alpha value for each factor are presented in Table 8.

**Table 8: Value of Cronbach's Alpha coefficient**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. Of Items
0.728	0.768	10

According to Table 8, the overall Cronbach's Alpha of this questionnaire is 0.768 for all 10 items. This indicates a high level of reliability for the items. However, it's also important to consider the Cronbach's Alpha If Item Dropped, which is presented in Table 9. This value may increase if a particular item is dropped from the questionnaire. A higher value might suggest that the dropped item was causing confusion or misunderstanding among respondents. Despite this, the researcher has chosen to retain all items since the overall reliability value of Cronbach's Alpha remains high, at 0.728. Generally, a Cronbach's Alpha value between 0.65 to 0.95 is considered acceptable for an instrument [3].

**Table 9: Cronbach's Alpha Value If Item Dropped**

Item	Cronbach's Alpha If Items Dropped
Q1	0.705
Q2	0.706
Q3	0.681
Q4	0.712
Q5	0.707

Q6	0.653
Q7	0.678
Q8	0.783
Q9	0.737
Q10	0.666

**Table 10: Mean score level of input, process and output ( Source : Adaption Creswell, 2005 [6])**

Min Score	Interpretation of Min Score
1.00 to 1.80	Very low
1.81 to 2.60	Low
2.61 to 3.40	Medium
3.41 to 4.20	High
4.21 to 5.00	Very high

### A. Discussion

This study aimed to assess students' motivation towards entrepreneurship subjects among Logistics Service Certificate students at KKKLCSG. The questionnaire used in this study was developed based on a review of previous literature on students' inclinations towards entrepreneurship. With a total of 10 accepted items, the instrument demonstrated high reliability during the pilot study, achieving a Cronbach's Alpha value of 0.768. The analysis revealed a very high level of student motivation towards learning entrepreneurship subjects. Students expressed excitement about learning this subject and consistently received positive encouragement from their lecturers. Notably, almost 95.8% of respondents agreed or strongly agreed that they received positive encouragement from lecturers to learn entrepreneurship subjects.

Lecturers are pivotal figures in higher education, nurturing students' interests from their initial stages with limited natural inclination. Effective lecturer engagement can deepen students' interest, thereby enhancing learning and academic achievements. The research findings affirm that lecturers have successfully provided encouragement for student engagement in entrepreneurship, signifying progress in this regard. As purveyors of current knowledge, lecturers play a crucial role in realizing national developmental goals, particularly in fostering entrepreneurship culture among Bumiputera students.

Moreover, student motivation significantly influences academic achievement, as highlighted by Noor Erma Abu [18], suggesting that high motivation correlates with better outcomes. Therefore, efforts to enhance student motivation are paramount, stemming from internal drive but also bolstered by external support systems and environmental factors.

The study's findings also indicate a strong student interest in and understanding of entrepreneurship subjects, with a considerable percentage agreeing that they comprehend both theory and practice well. Additionally, a significant portion expressed enjoyment in learning entrepreneurship subjects. Lecturers' experiences, teaching methods, and instructional techniques further contribute to shaping student achievement [17].

## V. CONCLUSION

Based on the study's findings, it can be concluded that KKLSCG students exhibit a very high level of motivation towards entrepreneurship subjects. This underscores their strong interest in entrepreneurship and their preparedness for entrepreneurial endeavors. These findings hold implications for the implementation of teaching and learning methods for entrepreneurship subjects at KKLSCG. Adopting experiential learning strategies necessitates support from lecturers and appropriate infrastructure. It also requires commitment in terms of time, finances, and a departure from traditional teaching methods to ensure that knowledge and skills align with current needs. Highly motivated and entrepreneurial-minded students should be nurtured and can serve as role models for their peers.

Government ministries and departments must reassess student education curricula to ensure relevance. Entrepreneurship education should be integrated into curricula from the early stages of education. Equipping students with technical and entrepreneurial skills is essential to foster their willingness and confidence to pursue business ventures. Mere motivation and entrepreneurial mindset without specific skills and foundational knowledge in entrepreneurship are insufficient to actualize entrepreneurial intentions.

Consideration of student motivation is crucial, as high motivation positively impacts student achievement. Students with high interest and motivation in entrepreneurship are expected to have promising entrepreneurial futures, thus supporting the National Entrepreneurship Policy 2030 (DKN 2030). This endeavor is vital for realizing the government's vision of making TVET institutions centers for nurturing entrepreneurial human capital, fostering independent and successful entrepreneurs, improving the societal economy, and addressing increasing unemployment rates.

Given the study's limited duration and resources, the findings are confined to the sampled group. However, the research instrument can be applied in future studies with similar objectives involving larger and more diverse populations. Additionally, further research on digital entrepreneurship, particularly within the Community College context, could explore students'

motivation levels across various fields of study. Furthermore, investigating hindering factors to student motivation towards entrepreneurship subjects warrants deeper exploration.

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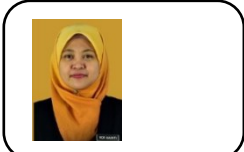
342

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