

Entrepreneurial mindset among TVET students

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ABSTRACT: Studies on the entrepreneurship courses effectiveness among Technical and Vocational Education Training (TVET) students are important at a time when the economy is collapsing. This helps them to be self-reliant and make meaningful contributions to society and the country. The 108 respondents by convenience sampling from 2 Engineering Technology programs at one of TVET institutions under Malaysian Technical Universities Network (MTUN) shown significant entrepreneurial mindset among students who had taken entrepreneurship courses. Nearly 20% of these students have legitimate business, exceeding the 10% ministry's target. The variables recorded were high between 81.5%-90.7% on perceive importance, enjoy business, understand content, and selling skills. The findings of this study also suggested the need for TVET institutions to provide appropriate entrepreneurship courses and improved its conducts to increase students' intention toward entrepreneurship. Hence, continuous efforts by the universities are essential to produce global entrepreneurs and self-sustained graduates.

Keywords: TVET; Entrepreneurship; Effective.

1. INTRODUCTION

Self-employment has been one of the employability criteria of TVET graduates, said [2]. Research findings by [1] and [5] supported the entrepreneurial intention level of vocational and technical students in Malaysia. Their studies asserted that interest and attitudes in entrepreneurship were very strong while moderate for social norms, efficacy, and efficiency of entrepreneurship knowledge. Likewise, entrepreneurship education should equip students with entrepreneurship knowledge and skills, which could be their source of interest to become an entrepreneur when facing the possibility of not getting hired in the labour market after graduating, according to [3]. It was indeed a fact that TVET managed to bridge skills gap or mismatch among the country's workforces.

Since end of 2017, TVET has intensified into academic excellence programs that increasingly gained attention from employers due to the emergence of IR4.0 industry. With the ultimate goal of realizing global workforce, the main foundations of TVET have been built upon practical components, psychomotor skills, and exposure to industry. In addition, entrepreneurship role was integrated into TVET education to improve the communities' well-being by creating new career opportunities for the future graduates and other people, claimed [3]. Even the ministry targeted at least 10% of these graduates to become entrepreneurs [9]. Therefore,

it was critical to enhance the entrepreneurial mindset among TVET (or MTUN) institutions' students to generate as many job creators as possible, reminded [4].

1.1 Problem Statement

Study by [2] revealed that there was substantial effort on the conduct of entrepreneurship courses for our universities' students. It accentuated administration of these courses at the beginning of their programs, to enable students to achieve effectiveness. The programs could be improved if necessary to allow the number of entrepreneurs among students to increase and capable of competing at global level. Nevertheless, [4] emphasized the moderate level of entrepreneurial mindset among TVET students under the Ministry of Higher Education Malaysia. There is still significant difference in terms of its implementation level, family and friends influence, and students' engagement with the practical activities.

Hence, the study is driven by the ideas from [2, 3, 4] that higher learning institutions should be more focus on the key growth factors of entrepreneurial mindset of potential talents among Malaysia universities' TVET students. Because the universities have also upgraded the entrepreneurship content for Malaysian Public Universities, there is a need for continuous evaluation of its effectiveness on students' entrepreneurship mindset.

1.2 Research Objective

The research objective of this study attempted to identify student entrepreneurial mindset among TVET students from Engineering Technology programs. The following research questions were used to answer the objective:

- Do students perceive importance of entrepreneurship courses?
- Do students enjoy entrepreneurship courses?
- Do students understand entrepreneurship content?
- Do students have business intent upon graduation?
- Do students acquire selling skills?
- Do students have preference over business type?
- Do students become owner of registered business?

2. METHODOLOGY

The study used survey to analyse entrepreneurship conducts among Engineering Technology students at one of TVET higher learning institutions in Malaysia. Based on the entrepreneurship courses conducted, students' entrepreneurial mindset was obtained from seven practical variables associated with [1, 5]. These include perceive of importance, enjoy business, understand content, intent upon graduation, selling skills, business type, and owner of registered business.

The population consisted of sixth semester students

from two programs at an MTUN university in the southern region of Malaysia. Using a convenience sampling, participants were selected based on availability to take part [6]. This way, a faster result was easy to obtain, and the samples were not representative of other non-specified characteristics.

On demographic profiling, 108 samples size was gathered from programs ‘C’ (53%) and ‘Z’(47%), comprising of 61% male and 39% female, with 78% Malay, 11% Chinese, and 11% Indian. A total of 108 questionnaires were distributed and collected by hands on the last lecture of the semester. Data analysis was done using SPSS version 26. The descriptive statistics was summarized using frequencies and percentages [7].

3. RESULTS & DISCUSSIONS

The effectiveness of the study outcomes is shown by Table 1. The first four research variables were used to examine students’ mindset of the entrepreneurship activities, while the next three research variables analyse conducts of the entrepreneurship courses.

Table 1 Results of Analysis

Variable	Level	Freq	%
Perceive of importance	Yes	90	83.3
	Maybe	19	15.7
	No	1	1
Enjoy business	Yes	96	88.9
	Maybe	11	10.2
	No	1	0.9
Understand content	Yes	88	81.5
	Maybe	20	18.5
	No	0	0
Selling skills	Yes	98	90.7
	Maybe	1	1
	No	9	8.3
Intent upon graduation	Yes	49	45.4
	Maybe	57	52.8
	No	2	1.8
Business types	Own products	71	65.8
	Dropship	28	25.9
	Affiliate	9	8.3
Owner of registered business	Yes	17	15.7
	Maybe	4	3.7
	No	87	80.6

From Table 1, the overall results were evidence that students responded nearly 100% (when considered reactions to “maybe”) and positively on “perceive of importance” by 83.3%, “enjoy business” 88.9%, “understand content” 81.5%, and “selling skills” as high as 90.7%. These findings were consistent with previous entrepreneurship study’s findings on its impacts [1], aspirations [5], and readiness [8]. On the other hand, it recorded almost half the students or 45.5% who potentially have business “intent upon graduation”, with 65.8% preferred to run “own products”. While it was not surprised that the ministry target of 10% new entrepreneurs [9] from TVET institutions has also been achieved by about 15.7% students who already taken the step to be the “owner of registered business”.

4. CONCLUSION

The TVET students from ‘C’ and ‘Z’ programs showed effective trend in entrepreneurship. They should be able to grow into challenging graduates who help redeveloped human capital and the nation economics despite multiple effects created by Industrial Revolution 4.0 and now the Covid19 pandemic on labour market. It is recommended that existing scope of TVET programs to be fully integrated with entrepreneurial intention. For further research, the variables can be expanded and measured with suitable scales and quantitative analysis.

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