

**THE INFLUENCE OF ENTREPRENEURIAL EDUCATION
ON ENTREPRENEURIAL MOTIVATION AMONG
UNDERGRADUATE STUDENTS**



**BACHELOR OF HIGH TECHNOLOGY MARKETING WITH HONOURS
UNIVERSITI TEKNIKAL MALAYSIA MELAKA**

FEBRUARY 2023

**THE INFLUENCE OF ENTREPRENEURIAL EDUCATION
ON ENTREPRENEURIAL MOTIVATION AMONG
UNDERGRADUATE STUDENTS**

MUHAMMAD HAZIQ AZIZI BIN MD SAID



**This report was submitted in partial fulfillment of the requirements for the award
Bachelor Degree in High Technology Marketing (BTMM)**

اونيورسيتي تیکنیکل ملیسیا ملاک
UNIVERSITI TEKNIKAL MALAYSIA MELAKA

Faculty of Technology Management & Technopreneurship

Universiti Teknikal Malaysia Melaka

DECLARATION

“I declare that this project entitled ‘THE INFLUENCE OF ENTREPRENEURIAL EDUCATION ON ENTREPRENEURIAL MOTIVATION AMONG UNDERGRADUATE STUDENTS’ is the result of my own research except as cited in the references. The research project has not been for any degree and is not concurrently submitted in candidature of any other degree.”

Signature _____ : _____

Name : Muhammad Haziq Azizi bin Md Said

Date : 3th February 2023

APPROVAL

I hereby acknowledge that this project paper has been approved as part fulfilment for the Degree Bachelor of Technology Management and High-Tech Marketing with Honours (BTMM)



Signature :

Supervisor : PROFESSOR MADYA DR NORFARIDATUL AKMALIAH OTHMAN

Date : 3 FEBRUARY 2023

Signature :

Panel : DR FAM SOO FEN

Date : 3 FEBRUARY 2023

DEDICATIONS

I would like to dedicate this project to Allah SWT as an excuse not to give up and as a source of motivation for finishing this research. To my parents, family, and friends who have always been encouraging, motivating, and supportive in helping me complete this study. This study is also dedicated to my supervisor, Prof Madya Dr NorFaridatul Akmaliah Othman, who has guided me in the right direction. I would like to thank all my friends who helped me a lot while I was running my project, as well as everyone who has always been by my side, always given words of encouragement, and helped me finish this study. This Project would not be possible without them. Thank you kindly.

I am truly thankful and grateful for having these people in my life, especially my mother, father, friends especially Ahmad Muaz bin Shahman and Nurul Fatihah bt Mahmud that help me out. I could not have ventured through this arduous yet fulfilling process without you guys' support to a fulfilling career as a full-time student.

ACKNOWLEDGEMENT

First, praise God for His provision, which enabled me to complete this task successfully in the final year. I would also like to thank my parents, Md Said bin Md Daimon, and Noor Lida binti Ahmad, who have always been there for me in terms of motivation, advice, and finances. It would have been impossible for me to complete this project without their assistance and guidance.

Next, I would like to thank Prof Madya Dr NorFaridatul Akmaliah Othman, my supervisor, for always guiding me through this project. From the beginning to the end of this project, she always guided and assisted me until I completed it. I will never be able to complete my research project without her assistance. I would also like to thank Dr. Fam Soo Fen, who is my panel and my academic advisor for her helpful comments and advice during the presentation. I took this opportunity to apologize if I have wrongdoings to everyone.

In addition, I would like to thank my friends who have shared information with me and those who have expressed genuine support for me. Their cooperation encouraged and aided me. Throughout the course of this project's implementation, I encountered numerous challenges. However, with the assistance of several parties, I was able to complete this final year project. Finally, I would like to thank everyone who has contributed directly or indirectly to the success of this final year's project.

ABSTRACT

Entrepreneurial education has contributed to the rapid development of a knowledge-based economy in Malaysia in the twenty-first century. Unfortunately, Malaysia has the highest unemployment rate among young college graduates. This issue prompted the Malaysian government's efforts to transform the country into an experience and understanding economy, of which "Entrepreneur" is a crucial component. One of the government's challenges is convincing students to begin their own enterprises instead of searching for employment. This study examines the relationship between entrepreneurial education and entrepreneurial motivation within UTeM students. Examining the notions and conceptualizations of the ideologies in the literature allowed for the development of a theoretical framework that identified the research issues and the research gap. The research design was based on a theoretical framework, with the independent variable of entrepreneurship education, including entrepreneurship curricula, teaching methodologies, and university roles in entrepreneurship development, serving as a test subject for the dependent variable of entrepreneurial motivation. To verify the variables and ensure that the questionnaire was in line with the replies asked, a preliminary survey questionnaire was designed and pre-tested with all undergraduate students from all faculty at UTeM. This quantitative study used Statistical Package of Social Science (SPSS) version 28 as the major tool of analysis. According to the findings, entrepreneurial education, including entrepreneurial curricula, teaching methodologies, and university roles, has a beneficial influence on entrepreneurial motivation. The important of this study is to demonstrate the influence of entrepreneurial education on university undergraduate students' entrepreneurial motivation. This study's findings suggested ideas and proposals for additional research as needed and appropriate to investigate entrepreneurial education and entrepreneurial motivation. This study is believed to contribute or benefit industry practitioners and academic members as reference for their future research.

Keywords: Entrepreneurship, entrepreneurial education, entrepreneurial curricula, teaching methodologies, university roles, entrepreneurial motivation and UTeM.

ABSTRAK

Pendidikan keusahawanan telah menyumbang kepada perkembangan pesat ekonomi berasaskan pengetahuan di Malaysia pada abad kedua puluh satu. Malangnya, Malaysia mempunyai kadar pengangguran tertinggi dalam kalangan graduan kolej muda. Isu ini mendorong usaha kerajaan Malaysia untuk mengubah negara menjadi ekonomi yang berpengalaman dan memahami, di mana "Usahawan" adalah komponen penting. Salah satu cabaran kerajaan ialah meyakinkan pelajar untuk memulakan perniagaan mereka sendiri dan bukannya mencari pekerjaan. Kajian ini mengkaji hubungan antara pendidikan keusahawanan dan motivasi keusahawanan dalam kalangan pelajar UTeM. Meneliti tanggapan dan konsep ideologi dalam kesusasteraan membolehkan pembangunan rangka kerja teori yang mengenal pasti isu penyelidikan dan jurang penyelidikan. Reka bentuk penyelidikan adalah berdasarkan rangka kerja teori, dengan pembolehubah bebas pendidikan keusahawanan, termasuk kurikulum keusahawanan, metodologi pengajaran, dan peranan universiti dalam pembangunan keusahawanan, berfungsi sebagai subjek ujian untuk pembolehubah bersandar motivasi keusahawanan. Untuk mengesahkan pembolehubah dan memastikan bahawa soal selidik adalah selaras dengan jawapan yang ditanya, soal selidik tinjauan awal telah direka bentuk dan diuji terlebih dahulu dengan semua pelajar sarjana muda dari semua fakulti di UTeM. Kajian kuantitatif ini menggunakan Statistical Package of Social Science (SPSS) versi 28 sebagai alat analisis utama. Menurut penemuan, pendidikan keusahawanan, termasuk kurikulum keusahawanan, metodologi pengajaran, dan peranan universiti, mempunyai kesan yang baik terhadap motivasi keusahawanan. Perkara penting dalam kajian ini adalah untuk menunjukkan pengaruh pendidikan keusahawanan terhadap motivasi keusahawanan pelajar sarjana muda universiti. Dapatan kajian ini mencadangkan idea dan cadangan untuk penyelidikan tambahan mengikut keperluan dan sesuai untuk menyiasat pendidikan keusahawanan dan motivasi keusahawanan. Kajian ini diyakini dapat menyumbang atau memberi manfaat kepada pengamal industri dan ahli akademik sebagai rujukan untuk penyelidikan masa depan mereka.

Kata kunci: Keusahawanan, pendidikan keusahawanan, kurikulum keusahawanan, metodologi pengajaran, peranan universiti, motivasi keusahawanan dan UTeM.

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CHAPTER 1

INTRODUCTION

1.1 Introduction of the Study

This chapter will explain and describe the research's background. It is explained and discussed how effective entrepreneurial education is in inspiring students to become entrepreneurs after they graduate or while they are still in school. However, identify the entrepreneurial motivation of students at Universiti Teknologi Malaysia Melaka in this area (UTeM). This chapter will also cover the issue description, research question, and research objectives, as well as the scope, limitations, and significance of this study.

1.2 Background of the Study

In the 1970s, business schools began offering courses on entrepreneurship. The study of how to start a business has advanced at a breakneck pace in recent years. Increases in entrepreneurship education have been documented in a variety of nations, including the United Kingdom (Levie, 2019), Spain (Koch, 2019), Iran (Arasti et al., 2019), Malaysia (Hamzah et al., 2019), and the Netherlands (Koch, 2019). It's no surprise that entrepreneurship is one of the most popular majors at universities nowadays (Solomon et al., 2019, Vesper and Gartner, 2020).

In this chapter, researcher will expose the background of the research and describe its significance. It is explained and discussed how effective entrepreneurship education is in making students enthusiastic about becoming entrepreneurs either after they graduate or while they are still in school. Nevertheless, in this section, we will also identify the entrepreneurial mindset of students at Universiti Teknologi Malaysia

Melaka (UTeM). This chapter also will discuss the issue statement, the research question and objectives, the scope of the investigation, the limitations of the study, as well as the significance of the study. Although Malaysia is still considered a developing country, the nation's graduates of higher education institutions suffer from a high percentage of unemployment. The issue of unemployment affects nations of all economic standings and levels of development. With the current worldwide economic collapse, unemployment rates have been steadily rising (Taha et al. 2017). In an effort to lower unemployment rates, governments and organizations around the world have implemented a wide range of policies and programmes. Because of its growing recognition as a key driver of economic growth, entrepreneurship has emerged as a popular alternative to traditional approaches to reducing unemployment (Nazri et al., 2016). All countries, rich and poor alike, worry about unemployment.

Joblessness is rising in every region of the world, and the recent economic crisis has further exacerbated the problem (Taha et al. 2017). Numerous initiatives have been launched in different parts of the world to combat the problem of high unemployment. Due to its growing recognition as a key driver of economic growth, entrepreneurship has emerged as a popular alternative to traditional approaches to reducing unemployment (Nazri et al., 2016). innovation and creation of jobs (Badulescu and Badulescu 2013). However, entrepreneurship development and changing the mindset of people toward entrepreneurship is itself a challenge for almost all countries. Malaysia's unemployment rate fell to 3.9 percent in April 2022, down from 4.6 percent the previous month, as the economy recovered from the coronavirus disruptions.



Figure 1.1: Unemployment Rate In Malaysia, by Department of Statistics, Malaysia (Jul 2021- April 2022)

Entrepreneurship will help graduates progress their careers while also expanding the labour market by tackling the unemployment crisis (Norasmah, 2004). Numerous experts have suggested entrepreneurship as a potential remedy for graduate unemployment (Kamariah et al., 2004; Salmah, 2006). Higher education institutions began providing structured entrepreneurial education and incorporating it as a topic in business and other curricula, such as through the organisation of lectures, conferences, short courses, and student training (Cheng and Chan, 2004). Entrepreneurial motivation, on the other hand, is the process of transforming a person from nothing into a successful, remarkable, and powerful businessman capable of contributing to economic development, generating something valuable or opportunities, and increasing wealth. It suggests that a variety of situations motivate entrepreneurs to pursue their goals with desire and zeal. Moreover, entrepreneurship is the process of discovering strengths and opportunities that facilitate the realization of one's objectives of founding, growing, or developing and running a new business by effectively managing challenges and risks.

Individual views toward enterprise development were formerly separated along racial lines in the Malaysian setting, owing to the connection of race with economic activity. Historically, the Chinese had a lengthy business heritage, as did the Indian-

Muslim community to some extent, but the Malays trailed behind. The government is now attempting to promote Malaysian involvement in entrepreneurship in order to achieve a more equitable distribution of income among the various races. All parties concerned, including stakeholders, civil society, government, and the commercial sector, desire to prosper in today's society. Another attractive economic scene is that of general education, which focuses on the development of human capital. Training programmes combining IT skills from official and informal education systems, as well as stakeholder cooperation, are critical. Universities' involvement in promoting entrepreneurship education and entrepreneurship skills for students are expanding (Mohamed and Lim, 2001). Education and training received the highest allocation percentage of 20.6 percent, in keeping with the government's aim of boosting the quality of human resources. The 9th Malaysia Plan expanded education and training funding. To date, the government has allocated RM334.76 million in business development initiatives around the country (9th Malaysia Plan).

1.3 Problem statement

The significance of entrepreneurship has been the focus and recognised throughout the world including Malaysia. The growing interest Malaysia's entrepreneurship is evident in the current developments, such as globalization and the rise of knowledge-based industries. Entrepreneurship can be seen as a key or potential to the solution of global competition and corporate reductions that affect to the unemployment issue or problem, particularly in Malaysia among the graduates (Ragayah and Smith, 2005; Ooi, 2008).

The gap is the unemployment rate particularly in Malaysia and this study is to fill the gap that comes out with determining the influence of entrepreneurial education in terms of entrepreneurial curricula, teaching methodologies, and university roles on entrepreneurial motivation among undergraduate students on becoming entrepreneur once they graduated. With this study, it may reduce the rate of unemployment and fill the gap.

Regarding to that gap, university should play an important role in this situation. For instance, there are a lot of university in Malaysia that have entrepreneurship club such as in Universiti Teknologi Mara there are an entrepreneur club which called as ETC Club while Universiti Teknikal Malaysia Melaka (UTeM) have Centre for Entreprise and Technopreneurship Development (CREATE). These club should play a role to be more active to encourage students to become an entrepreneur in the future. They should provide a lot of programmes, activity and many more to students have interested to become an entrepreneur as his career.

Datuk Seri Vijay Eswaran, Chairman of the QI Group, a multinational conglomerate headquartered in Hong Kong and Kuala Lumpur with operations in more than 30 countries, in 2017 said the students should be inspired to take risks and create jobs. He said conservative thinking often led students to work for someone before they went out to gain work experience on their own. "The world is moving very fast forward and jobs are changing with the assumption of artificial intelligence, automation and robotics. On the other hand, the population has grown," he said at the Universiti Malaya forum of a student. "Nevertheless, the Chinese, Taiwanese, South Koreans, and Japanese are willing to get first experience, but they want to be their own bosses and create jobs while at the same time attracting others to work for them," he added. Hence, Higher educational institutions should promote and encourage graduates instead of job seekers to become job creators.

Education for entrepreneurship has contributed to the growth in many countries of a newly emerging knowledge-based economy. The changes were interlinked globally and created huge business opportunities in innovative business activities for people. Education in entrepreneurship has become more important for higher education institutions, promoting creativity, innovation, creating and driving most nations' economies (Keats and Abercrombie, 1991; Gorman et al., 1997). In most initiatives, the characteristics of entrepreneurship education have been identified to increase the awareness and understanding of entrepreneurship as a mechanism (Hills, 1988), and this awareness of entrepreneurship has been seen as a career opportunity (Solomon et al., 2002).

Furthermore, researchers drawn entrepreneurial motivation to overall factors (Krueger et al., 2000). A person's attitude towards behaviours such as intrinsic rewards, social standards and the values of relevant groups including friends, family, colleagues and customers (Davidsson, 1995) were identified to have an effect of someone to become an entrepreneur. The self-efficacy of a person, the function of social networking, close by family members who have been an entrepreneurs (Rajiman, 2001), Socio-cultural conditions such as significance of work and entrepreneurship status in culture or society (Begley et al., 1997), obstacles and support, such as credit terms, loans for business and other incentives, have increased the individual's self-employment intentions (Frank and Luthje, 2004) and they were the predictor of someone to become an entrepreneur or known as entrepreneurial motivation.

The development of entrepreneurship in Malaysia is growing in importance both as a concept and as an activity. Previous study on entrepreneurship education in Malaysia focused on the common field of entrepreneurship, which is the success elements of actual entrepreneurship and, to some extent, the characteristics of entrepreneurship (Nor Ezlika and Ong, 2000; Ariff and Abu Bakar, 2003; Noor and Ali, 2004; Nor Aishah and Yufiza, 2004).

In addition, Malaysia right now aims for a million Small Medium Enterprise (SME) entrepreneurs in 5 years said Prime Minister of Malaysia, Tun Dr. Mahathir Mohamad, 31 December 2018. In addition, Dr. Mohd Hatta said the Executive Board of Entrepreneur Development in each state would also play an important role in creating as many entrepreneurs in their area as possible. He said that the government would work with different agencies to help SMEs prepare for the 4th Industrial Revolution Wave. The Ministry's objective in line with Industry 4.0 is to ensure that SMEs are equipped with the knowledge to join the revolution. The student should therefore be taking apart right now to achieve this goal. This study is believed to contribute or benefit industry practitioners and academic members as reference for their future research.

1.4 Research objectives

There are three objectives that have been set up to guide this research. They are as follows:

1. To identify the motivation of UTeM undergraduate students to become an entrepreneur.
2. To determine the strength of entrepreneurial education could give contribution on entrepreneurial motivation among UTeM undergraduate students.
3. To identify the relationship between entrepreneurial education towards entrepreneurial motivation of UTeM undergraduate students to become an entrepreneur.

1.5 Research questions

There are three questions have been set up to guide this research:

1. To what extend do the UTeM undergraduate students' motivation on becoming an entrepreneur.
2. Does entrepreneur education has the strength to contribute on entrepreneurial motivation among UTeM undergraduate students?
3. Is there any relationship between entrepreneurial education towards entrepreneurial motivation that affect UTeM undergraduate students to become an entrepreneur?

1.6 Scope of study

In this study, focus has been given to all the student in UTeM which consist of Faculty of Technology Management and Technopreneurship (FPTT), Faculty of Mechanical Engineering (FKM), Faculty of Electrical Engineering (FKE), Faculty of Manufacturing Engineering (FKP), Faculty of Information & Communication Technology (FTMK), Faculty of Electronic and Computer Engineering (FKEKK), Faculty of Electrical & Electronic Engineering Technology (FTKEE), Faculty of Engineering Technology (FTK) and Faculty of Mechanical & Manufacturing Engineering Technology (FTKMP). Students' interest in entrepreneurial jobs is based