

Students' Perspectives on Strategic Entrepreneurship Education in Malaysia

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Abstract

Entrepreneurship is the use of business and financial skills to the development of new products and services for the market. New organisations may form because of this, or existing ones may find fresh life as they adapt to new circumstances. Most new businesses are founded by entrepreneurs who create startups. The research was conducted to the target group of students located in Kota Bharu City located in Kelantan State in Malaysia. The survey questions were framed using the Likert 5-points scales and the data was analysed using the Correlation test using SPSS. The total of 100 samples were collected and analysed using the SPSS and found the importance of the Strategic Entrepreneurship education in Malaysia.

Keywords: Entrepreneurship, education, students, behaviour, finance

INTRODUCTION

Entrepreneurship is an activity that involves combining business, finance, and innovation to transform and create novel goods and services for the economy. In reaction to perceived opportunities, this may result in the creation of new organizations or contribute to the resuscitation of established organizations. A startup company is the most common type of entrepreneurship that launches a new firm. However, the definition of the phrase has been broadened to also cover other types of social and political entrepreneurship. Entrepreneurship is the term used to describe entrepreneurship activities that take place within the framework of huge corporations. Entrepreneurship is a process of invention and creation through four dimensions: the individual, organization, environment, and process, with the collaboration of networks in the public sector, the educational system, and institutions.

The highest-level plan to accomplish one or more goals in an unpredictable environment is a strategy.

In the sense that it encompasses a variety of skill subcategories, including "tactics". Because there are typically few resources available to accomplish these aims, strategy is crucial. In general, strategy entails deciding on objectives, formulating plans of action, and allocating resources to carry out those plans of action. The strategy outlines how the resources will be used to accomplish the aim. Strategy can be deliberate, or it can develop naturally as a pattern of behaviour when the organization competes or changes to fit the environment. It entails tasks like strategic planning and strategic actions. Strategy is an organized plan to achieve goals or success. Strategy also means wisdom in managing something. According to Moore in his book Teaching and Learning

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Pedagogy (2010), in the field of education, strategy refers to the wisdom of choosing an approach as well as the efficiency of planning methods and techniques in one lesson based on the lesson objectives that have been determined. In other words, teaching and learning strategies refer to method planning techniques and teaching techniques based on an approach. In general, a strategy is a plan of action or an organized operation. Therefore, the concept of strategy in the field of education is not limited to planning and determining teaching methods and techniques only.

PROBLEM STATEMENT

One of the benefits of entrepreneurship in Malaysia today is its ability to act as a catalyst for change and economic growth. In general, it can be said that the contribution of entrepreneurship to economic growth goes beyond raising per capita rates of output and income; it also involves alterations to the social and economic structure of the economy. Growth and higher production go hand in hand with these modifications. Programs on entrepreneurship are frequently organized by the Sabah Creative Economy and Innovation Centre (SCENIC), which also educates entrepreneurs about the value of entrepreneurship in Malaysia today.

According to one theory of economic growth, innovation is the primary factor in the creation of new goods and services for the market. Capitalists or investors are encouraged to invest in newly developed prospects via innovation activity. Through the process of innovation, entrepreneurship generates fresh investment in the corporate world, which will stimulate economic growth, provide new jobs, and lower the unemployment rate.

LITERATURE REVIEW

In relation to that, Malaysia is now entering the second 8-year phase (2010–2020), towards Vision 2020 to become a developed country according to its own standards. One of the government's policies towards Vision 2020 is through the 10th Malaysia Plan (RMK-10). One of the objectives in RMK-10 is to ensure that every citizen earns a high income, as well as reduce the level of poverty across all ethnic groups and encourage the involvement of native in the field of entrepreneurship [1].

One of the objectives in RMK-10 states that every citizen has a role to contribute towards the national mission to achieve the status of a developed country. Therefore, the involvement of the people in the field of entrepreneurship is one of the efforts towards realizing the objective. With this, the continuous contribution of every citizen to enter the field of entrepreneurship as a chosen career is very necessary. Therefore, Shapero and Sokol have expressed the Theory of Entrepreneurial Event (Theory of Entrepreneurial Event) by stating that a person or group will tend and engage in business often triggered by events or stimuli such as support from family, mentors, friends, and experiences while attending programs or courses related to entrepreneurship [2].

Therefore, Akmaliah and Hisyamuddin think that formal education related to entrepreneurship should be given to all communities regardless of level, race, descent and so on [3]. Based on past studies such as those conducted by Akmaliah and Hisyamuddin shows that entrepreneurship education can encourage individual career aspirations, especially in the field of business and entrepreneurship.

In addition, the study conducted by Lühje and Franke [4], Akmaliah and Hisyamuddin also support and state that thought entrepreneurship education programs are the factors that cause desire, interest, determination, and entrepreneurial behaviour to increase the students to follow an entrepreneurship education course or program. With this, it is coincidental if entrepreneurship education is started at the adolescent and youth level [5].

The emphasis given by the government on entrepreneurship education at the school level, skills training centres and higher education institutions is aimed at exposing and educating the younger generation to the field of entrepreneurship [6]. Entrepreneurship education not only needs to be known by students of higher education institutions or skill training centres, but also secondary and primary school students need to know about the basics of entrepreneurship [7].

Furthermore, based on the level of student mastery in a certain learning is low due to certain factors that cause them to be uncompetitive in academics. One of the intended factors is the selection of learning strategies used by teachers during the teaching and learning (P&P) process [8]. The selection of learning strategies needs to be considered so that the learning content to be delivered is effective for students [9].

RESEARCH QUESTIONS

The study attempts to address the following questions:

- Are the students at Malaysian University of Kelantan interested in the subject of Strategic Entrepreneurship?
- What are the factors that encourage University Malaysia Kelantan students to understand the subject of Strategic Entrepreneurship?
- What is the effect of studying the subject of Strategic Entrepreneurship on the students at University Malaysia Kelantan?
- What is the relationship between interests, factors, and effects on learning the subject of Strategic Entrepreneurship among University Malaysia Kelantan students?

RESEARCH OBJECTIVES

- Studying the interest of University Malaysia Kelantan students towards the subject of Strategic Entrepreneurship.
- Identify the factors that encourage University Malaysia Kelantan students to understand the subject of Strategic Entrepreneurship.
- Analysing the effect of studying the subject of Strategic Entrepreneurship on students at University Malaysia Kelantan.
- Studying the relationship between interests, factors, and effects on the learning of the subject of Strategic Entrepreneurship among students at University Malaysia Kelantan.

SCOPE OF THE STUDY

This study was conducted on University of Malaysia Kelantan (UMK) students. It was because researchers who were also UMK students had easy access to the area and were respondents. The reason why this research chose students as respondents is because UMK students are more aware of situational factors and their level of understanding in learning the subject of strategic entrepreneurship. Furthermore, 90% of respondents were students from University of Malaysia Kelantan who took the subject of strategic entrepreneurship. In addition, this research was conducted at University Malaysia Kelantan because the students taking strategic entrepreneurship subjects. So, the researcher wants to study the factors that influence the learning of strategic entrepreneurship subjects among students at University Malaysia Kelantan (UMK).

SIGNIFICANCE OF THE STUDY

This research allows the researcher to gain a better understanding of the factors that influence the learning of strategic entrepreneurship subjects among students at University of Malaysia Kelantan (UMK). In addition, this study also discusses the effects that affect the learning of strategic entrepreneurship subjects among students at University Malaysia Kelantan (UMK); and factors that influence interest in learning strategic entrepreneurship subjects among students at University Malaysia Kelantan (UMK). There are many factors that influence the learning of strategic entrepreneurship subjects. In addition, the way the teacher teaches is also a key factor for students to understand the subject of strategic entrepreneurship. It is because of an objective study to examine the level of learning of strategic entrepreneurship subjects among students at University of Malaysia Kelantan.

LIMITATION OF THE STUDY

Sample

The sample selected for this study is specific to University Malaysia Kelantan students who take the subject of strategic entrepreneurship. The results obtained in this study may not be applicable to students outside of this designation.

Method (Quantitative Method)

Conduct quantitative research study which is to determine the relationship between an independent variable and dependent variable within a population (Figure 1).

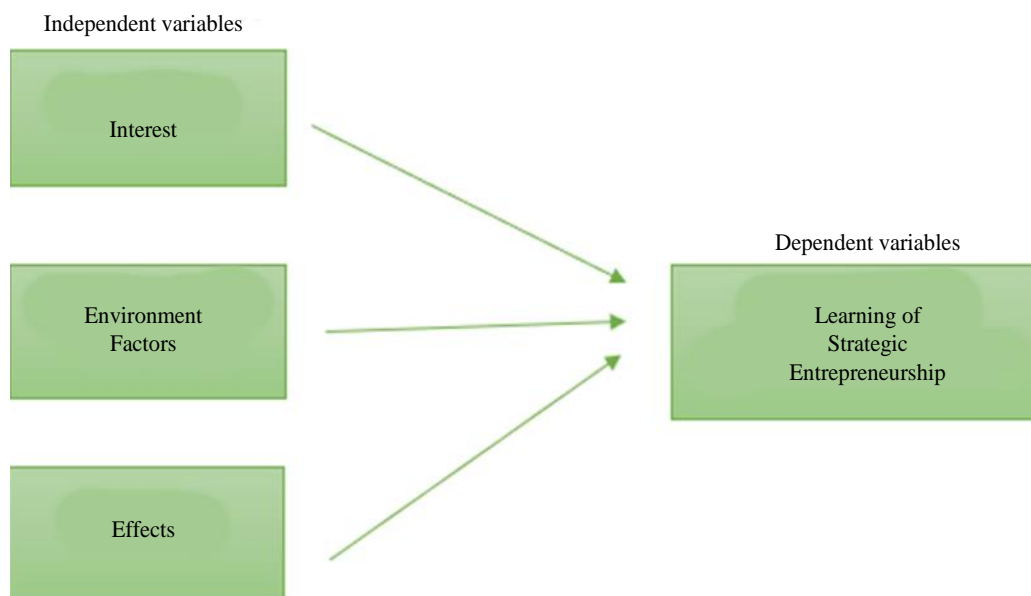


Figure 1. Conceptual framework.

HYPOTHESIS STATEMENT

This research had developed four hypotheses to study the relationship between the dependent variable, learning of the Strategic Entrepreneurship subject among student UMK and the other three independent variables which are interest, factor.

- *H1*: There is significant relationship between interest and learning of the Strategic Entrepreneurship subject among students of UMK.
- *H2*: There is significant relationship between environment factor and learning of the Strategic Entrepreneurship subject among students of UMK.
- *H3*: There is significant relationship between effect and learning of the Strategic Entrepreneurship subject among students of UMK.
- *H4*: Interest, environment factor and effect are influencing the learning of the Strategic Entrepreneurship subject among students of UMK.

DATA COLLECTION

Data is a collection or combination of facts with numbers, objects, symbols, or events collected from different sources. The researcher collects the data to make an accurate and well-founded decision or conclusion. Without data, the researcher will have trouble in creating a more precise and appropriate determination or decision. Therefore, data is collected from targets that researchers with different backgrounds at various times have set. In this study, the researcher used primary and secondary data. The preliminary data can be seen very clearly because it is collected through a specific method for a precise research motive. Researchers agree to use qualitative methods over rational ones that do not involve numbers or mathematical calculations. Qualitative research is closely related to words, feelings, emotions, and other elements that cannot be measured. These techniques are based on experience, judgment, emotions, and others.

In this study, the researcher collected data using the questionnaire method to conclude Strategic Entrepreneurship learning among University Malaysia Kelantan students. The researcher distributed the questionnaire on December 27, 2022, at 10 am. The researcher was required to get 100 respondents for this study. Therefore, four researchers tried to call 100 respondents. This is surprising to the researchers because they can gather many respondents in one day. After the data has been obtained, the researcher is ready to carry out the following steps to complete the study before the set time. The researcher has collected data regarding students' interest in the subject, factors that affect learning and the effects of studying the issue of Strategic Entrepreneurship. These three components, independent variables, are obtained from the questionnaire that has been distributed. Researchers describe data as a precious asset for every study, but it has a purpose once analysed and processed to get the desired results. The researcher is satisfied with the data collection, which is very helpful in making conclusions at the end of the study.

Sampling

When conducting research on a group of people in an area, it is rare for the researcher to collect data from every person in the group. Instead, the researcher will select a sample. A sample is a group of individuals who will participate in the research. To draw valid conclusions from a study's results, the researcher must carefully decide how to select a sample to represent the group. This is called the sampling method. The researcher used the qualitative method, the second method found in the sampling method. This is because this method is proper when the situation or condition included in the historical data is unavailable. This data does not require mathematical calculations or numbers. This method is closely related to words, sounds, feelings, emotions, and other elements that numbers cannot measure. Usually, these techniques are based on experience, judgment, intuition, and others. The researcher thinks that this method will be more helpful to get more satisfaction and best results.

Population Sample Size and Sampling Procedure

Sample design is an art in the form of a strategy designed by researchers to calculate the sample size of respondents based on the population. The population size is the total number of groups with comparable characteristics that the researcher wants to construct. Meanwhile, the sample size is always less than the full population size. The total sample size will equal the whole length of the research population. The population of this study is taken from 100 students at the University Malaysia Kelantan. Initially, the initial sample was randomly selected to produce 100 potential respondents. One of the surveys was online, with a rate of 100 respondents from University Malaysia Kelantan students. The following diagram displays (Figures 1 and 2) the demographic data of respondents using SPSS (Tables 1 and 2).

Table 1. Respondent Gender.

		Gender			
		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	Female	88	88.0	88.0	88.0
	Male	12	12.0	12.0	100.0
	Total	100	100.0	100.0	

Table 2. Age group of respondents.

		Age group			
		<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulative Percent</i>
Valid	19–21 years old	38	38.0	38.0	38.0
	22–25 years old	57	57.0	57.0	95.0
	26 years old and above	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

Analysis Plan

In obtaining the data and information for the study, the researcher has done several important things to complete the study. Among them researching is analysing past analyses believed to help the investigation. Researchers accessed students by utilizing the service facilities provided by the university, namely University Malaysia Kelantan. Here, the researcher visited the library on the City Campus to obtain more information to support the study. In addition, the researcher also conducts research that is sourced from the internet and websites to find information that supports this research. The researcher browsed several websites such as previous studies from universities such as University Malaya, University Technology Malaysia, and other institutions. Next, the researcher makes the study sample a respondent to obtain the maximum amount of valid data. Therefore, to get data through the study sample, the researcher has prepared some personal questions such as gender, age group, costs taken and the current year of study as the essence of the questions for the demographics of the University Malaysia respondents Kelantan students. The above questions are found in the questionnaire distributed online in section A. In addition, the researcher gave enough time to get feedback from the research sample that had been selected so that the results of the study were independent of other appropriate elements that could contribute to the un-usability of the survey. Studies go to waste because of corrupted effects. The researcher is also very concerned about the respondents' emotions by not putting pressure on them to obtain information and data for this study. The researcher also ensures that the information obtained from the respondent's analysis is original and not influenced by other factors. After receiving information or data from the respondents, the researcher continues with the following process: organizing the raw data according to the categories the researcher has prepared. This is intended to broadcast the information obtained with an organized and neat presentation method to be clear and sound. Statistical Package for Social Science (SPSS) was the researcher's choice for analysing and interpreting data in this study. This technique will analyse, adapt, and generate patterns for various data variables. Several forms of such analysis include reliability analysis, descriptive analysis, and Pearson's correlation. The objective also has been classified into the table and the method used (Table 3).

Table 3. Objectives and there data analysis method.

Objective	Data Analysis Method
Studying the interest of University Malaysia Kelantan students towards the subject of Strategic Entrepreneurship.	Pearson Correlation
Identify the factors that encourage University Malaysia Kelantan students to understand the subject of Strategic Entrepreneurship.	Pearson Correlation
Analyzing the effect of studying the subject of Strategic Entrepreneurship on students of University Malaysia Kelantan.	Pearson Correlation
Studying the relationship between interests, factors, and effects on learning Strategic Entrepreneurship's subject among students at University Malaysia Kelantan.	Pearson Correlation

Descriptive Statistics

The researcher agreed to include this analysis in the analysis method for data analysis in the form of a percentage and frequency and by using measurements of central tendency (MCT) such as mean, mode and median. In the data analysis, rate and frequency will be more often used in the study, which refers to the demographics of the respondents consisting of gender, age group, cost taken and the current year of study at the University Malaysia Kelantan. So, it is rational for the researcher to ask demographic questions in the questionnaire (Table 4).

Reliability Test

The Reliability Analysis procedure was used to assess the consistency of the instruments in the study. Cronbach's alpha is a yardstick that will concern the researcher because it measures the extent to which surface can be obtained from the evaluation or data provided by the study respondents. When the alpha score is below 1, the relationship between the variables is different, and the dependent variables will be

more vital. Statistics are considered usable for other analysis methods or processes to obtain valid results for this study.

Pearson Correlation

The Pearson product-moment correlation coefficient in statistics refers to the measurement of linear correlation between two variables, X and Y, with a value between positive 1 to negative 1, where 1 refers to positive correlation and 0 is no correlation, and negative 1 is the amount of negative correlation. It is widely used in research to measure the linear dependence of two variables, X and Y. The correlation coefficient of X and Y contains many points in the two groups. It is important to emphasize that these correlations reflect a non-linear model and direction, not a slope relationship or many non-linear aspects of the relationship. If the figure in the middle is found in an additive slope of 0, the correlation coefficient cannot be calculated because the variance of Y is zero.

RESEARCH TESTING TOOLS

The pre-test for this study was done through a survey by the researchers. A sample is the best and easiest way to reach the target population and is cost- and timesaving. In the beginning, the researcher developed a questionnaire with detailed planning to facilitate the process of analysis and interpretation in addition to reducing the uncertainty of the results. After the questionnaire is completed, the researcher starts distributing it online to find out if the questionnaire questions are understandable and appropriate. Therefore, after this pre-test, the researcher could repair some deficiencies and then conduct and distribute the actual questionnaire.

Do you Like the Subject of Strategic Entrepreneurship?

According to the data and bar chart in Figure 2, we can see that there are 42% percent of University Malaysia Kelantan (UMK) students who contribute to the vote of agree whereby it is the highest percentage of the vote with frequency or total of 42 voters. Next, the data followed by 29% percent of neutral voters, followed by 27% of disagree voters and the lowest percentage is 2% of voters who vote for disagree. Most of the students love the subject of Strategic entrepreneurship (Figure 2).

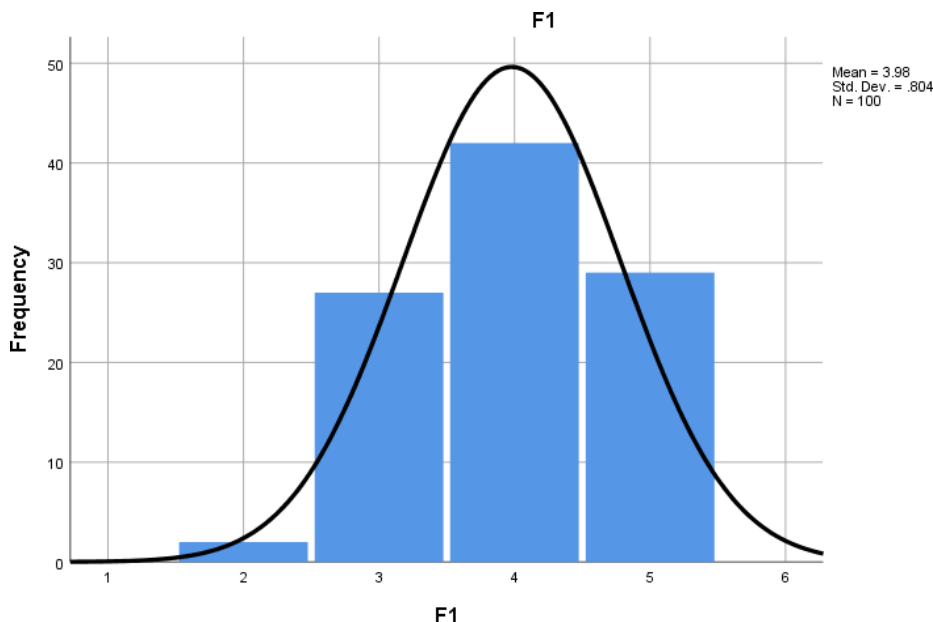


Figure 2. Strategic Entrepreneurship subject.

You take the Strategic Entrepreneurship Subject Due to Your Interest

Based on the graph and data in Figure 3, the highest percentage is 39% of voters who vote for agree, followed by 32% percent of voters who vote for neutral and 21% of voters who vote for strongly agree.

The lowest percentages are contributed by the voters who vote for disagree with 8%. Hence, it can be shown that students have interest in learning this subject (Figure 3).

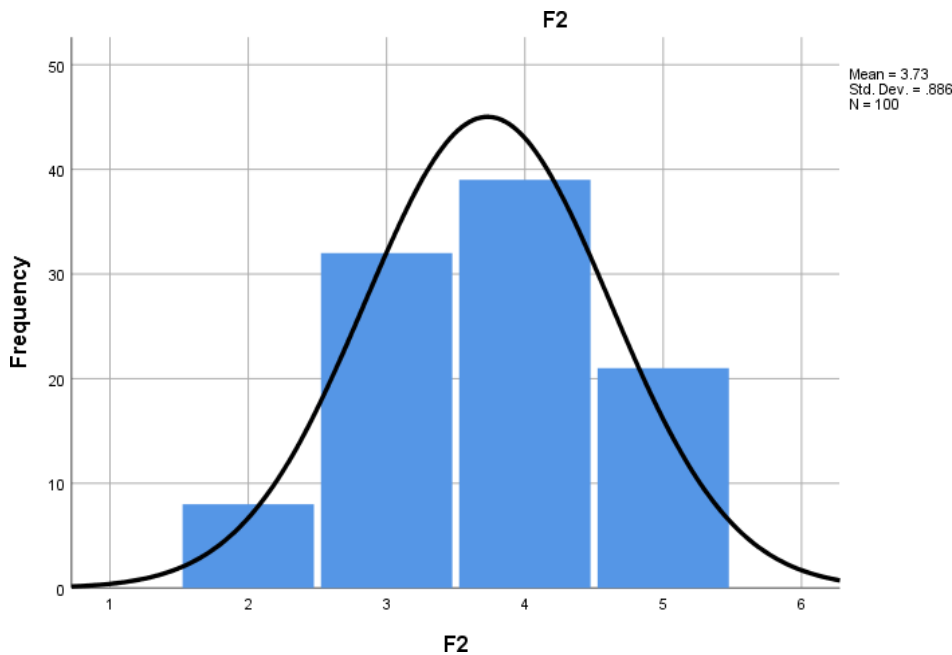


Figure 3. Interest in strategic entrepreneurship subject.

You Choose this Subject Because Forced

Based on the data and graph in Figure 4, the highest percentage is 44% which leads to the voters who vote for disagree, followed by 21% for voters who vote for strongly disagree and 20% for voters who vote for neutral. The lowest percentage is contributed by the voters who vote for strongly agree with 5%. Therefore, it shows that most of the students deny the statement that believed they took this subject due to being forced. It clearly shows that students accepted willingly to learn this subject without any objection (Figure 4).

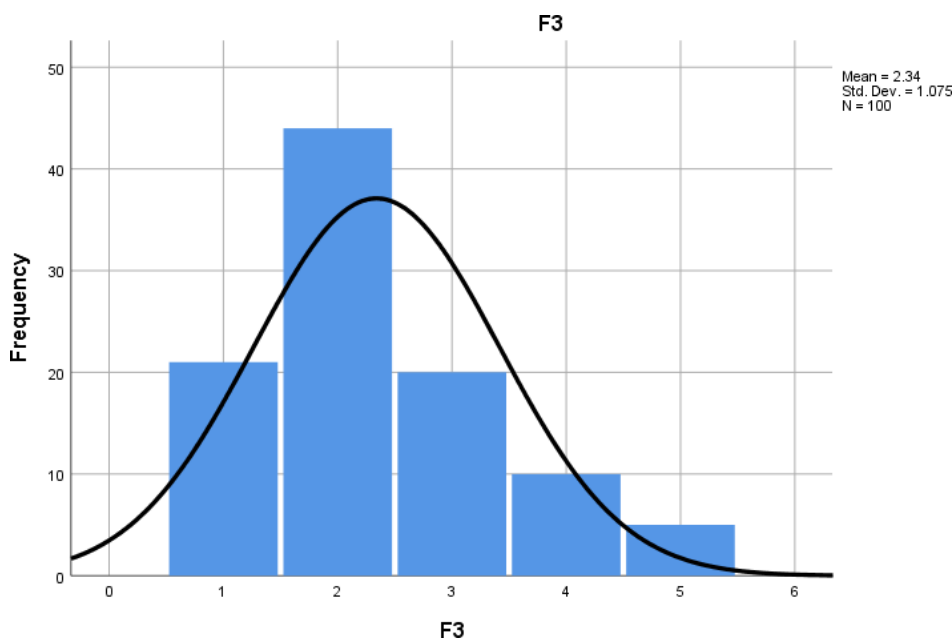


Figure 4. Reason for choosing this subject.

Do you understand the subject of Strategic Entrepreneurship?

The data shown in Figure 5 clarify that there are 42% of students who really understand the subject, whereby it represents for voters who vote for agree, followed by 34 and 20% who vote for neutral and strongly agree respectively. The least percentage of students who vote for disagree and strongly disagree are 3 and 1% respectively. Therefore, it shows that most of the students understand this subject while the others have an average understanding of this subject. It can be concluded that this subject is easy to understand since there is only low percentage of students who vote for disagree and strongly disagree (Figure 5).

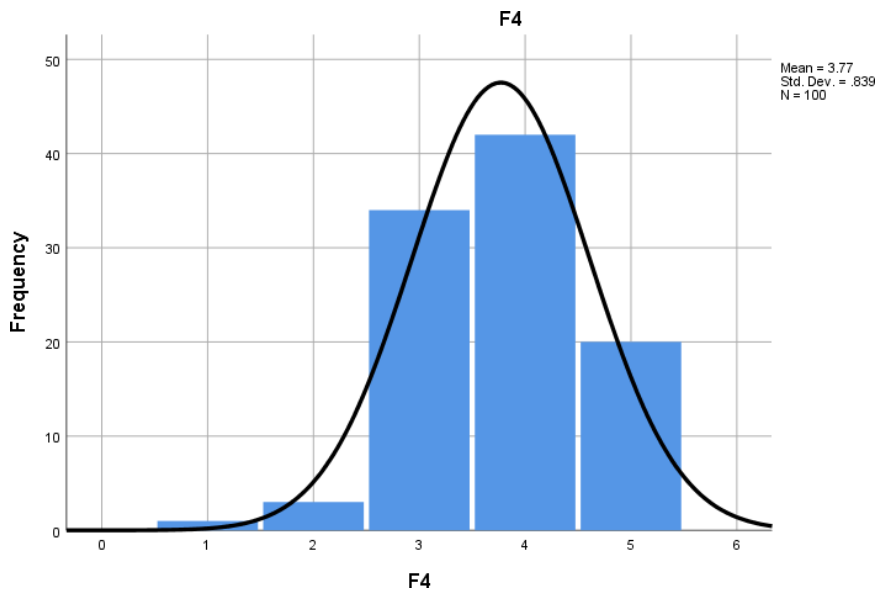


Figure 5. Subject understanding.

This Subject is Hard to be Understood

According to the data and the graph in Figure 6, the highest of 43% students vote for neutral because of the level of distress of this subject, followed by 32% for disagree voters and 13% for strongly disagree voters. Next, there are 9% and the lowest of 3% for students who vote for agree and strongly agree. It shows that students at University Malaysia Kelantan do not feel that this subject is hard to be understood (Figure 6).

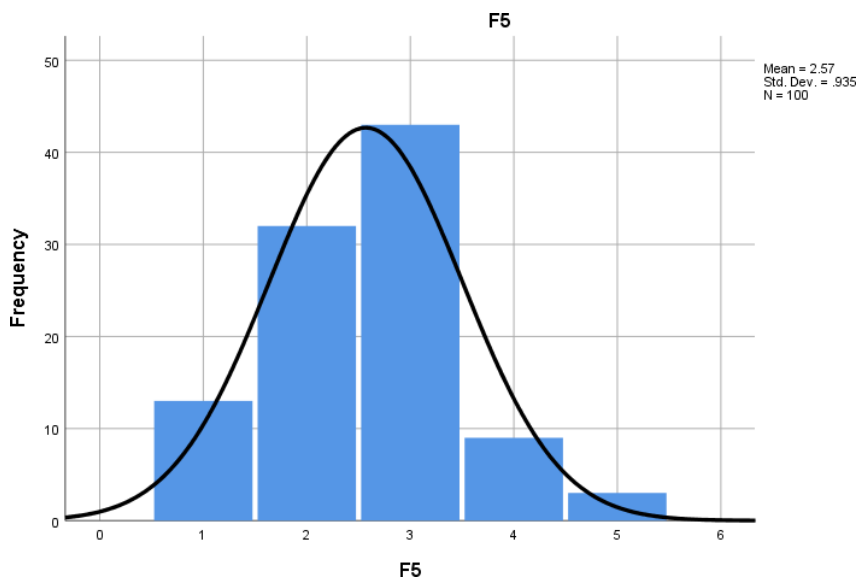


Figure 6. Difficulty of the subject.

The Strategic Entrepreneurship subject is suitable to be learned at University Malaysia Kelantan

According to the Figure 7, it shows the data of students who vote for strongly agree with 49% at the highest followed by 39% for agree, 9% for neutral and as low as 3% for voters who vote for disagree. Therefore, it can be concluded that this Strategic Entrepreneurship subject is suitable to be learned at University Malaysia Kelantan since it is also an entrepreneurship-based university. In addition, it shows that most of the students think and feel that this subject is a must subject to be learned because of their vote (Figure 7).

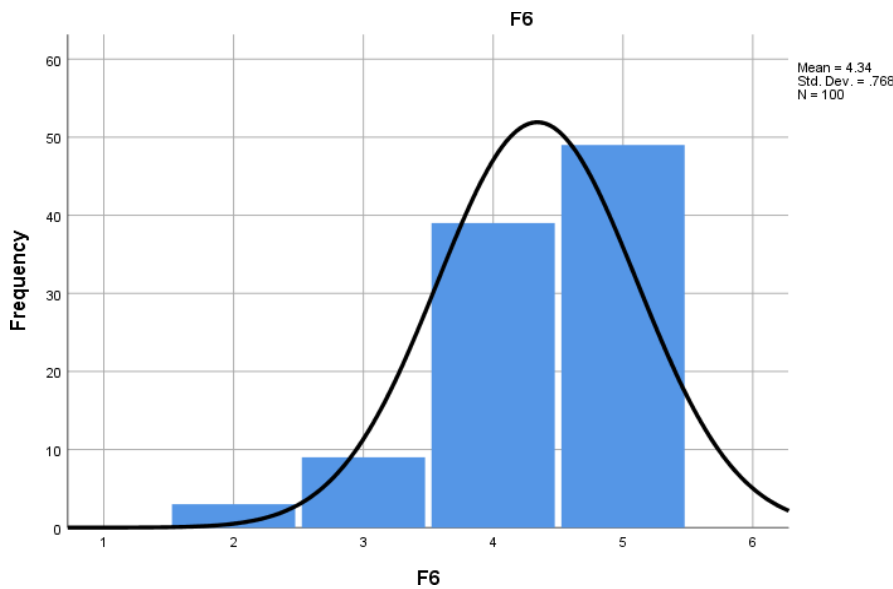


Figure 7. Subject suitability.

Are you Focused while Learning About Strategic Entrepreneurship?

Based on the Figure 8, the highest of 43% students vote for agree which shows that they are focused when learning this subject followed by 30 and 22% respectively for voters who vote for neutral and strongly agree. The lowest percentage is contributed by the voters who vote for disagree with 2%. Thus, most of the students pay attention and are focused during the lecture session regarding this subject (Figure 8).

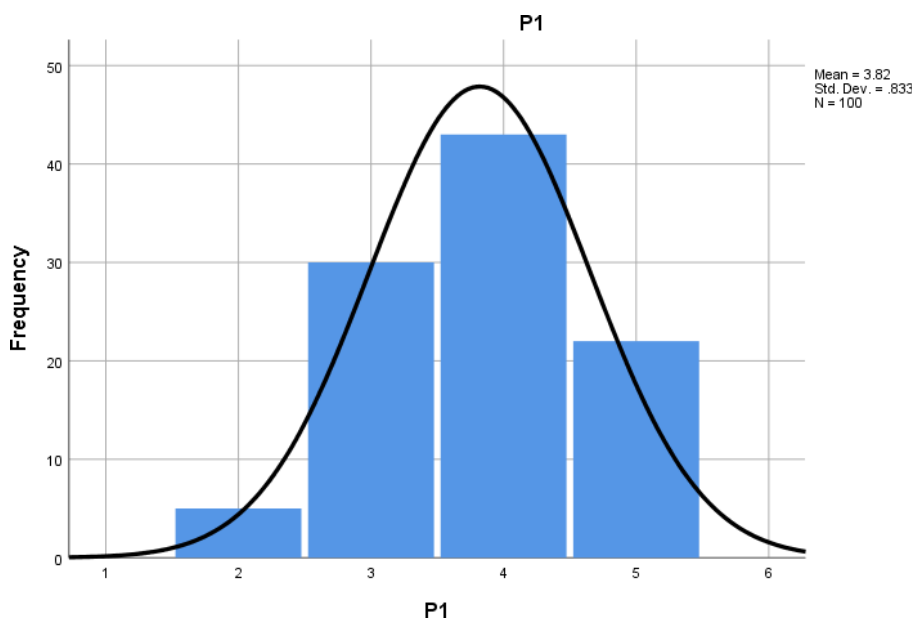


Figure 8. Overall interest in the subject.

The lecturer who teaches this subject is one of the factors that helps you to be focused on class

Based on the data and graph in Figure 9, it shows that a total of 53% contributed to the strongly agree voters for the factors that they understand this subject in the class in terms of the lecturer of the subject. The data followed by 33 and 11 as well as 3% for voters who voted for agree, neutral and disagree. Therefore, the lecturer who teaches this subject plays an important role in ensuring the level of focused or attention pays during the learning of this subject (Figure 9).

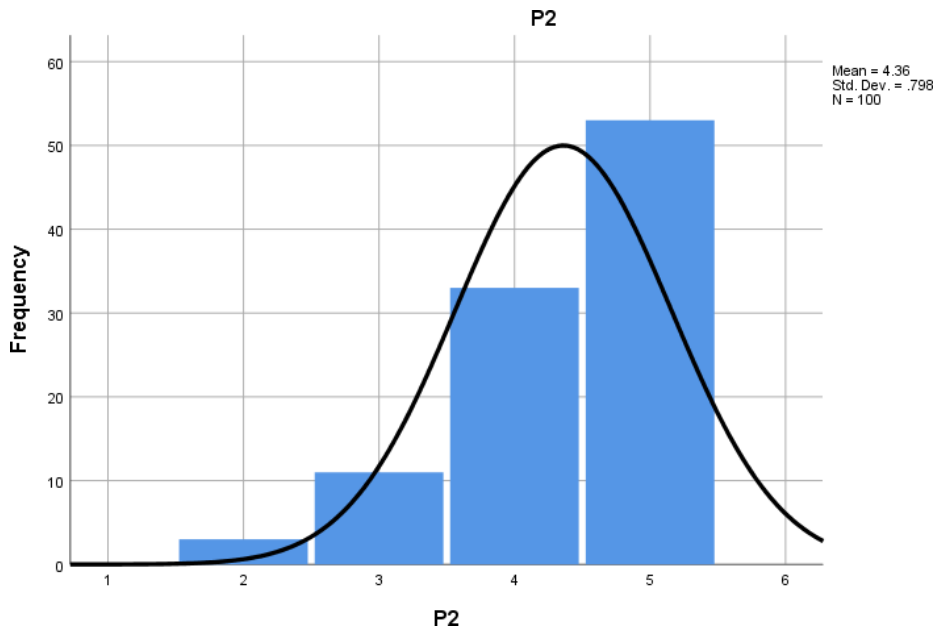


Figure 9. Teaching method and focus.

Environment also could be the factors that helps you to be focused on class

Based on the Figure 10, the data shows the highest of 47% students votes for strongly agree, followed by 36% for student who vote for agree and 14% for student who votes for neutral. The data followed by 2 and 1% respectively for students who vote for disagree and strongly disagree. The data shows that environment could be the most disturbing factor that distract the focus of students in the class (Figure 10).

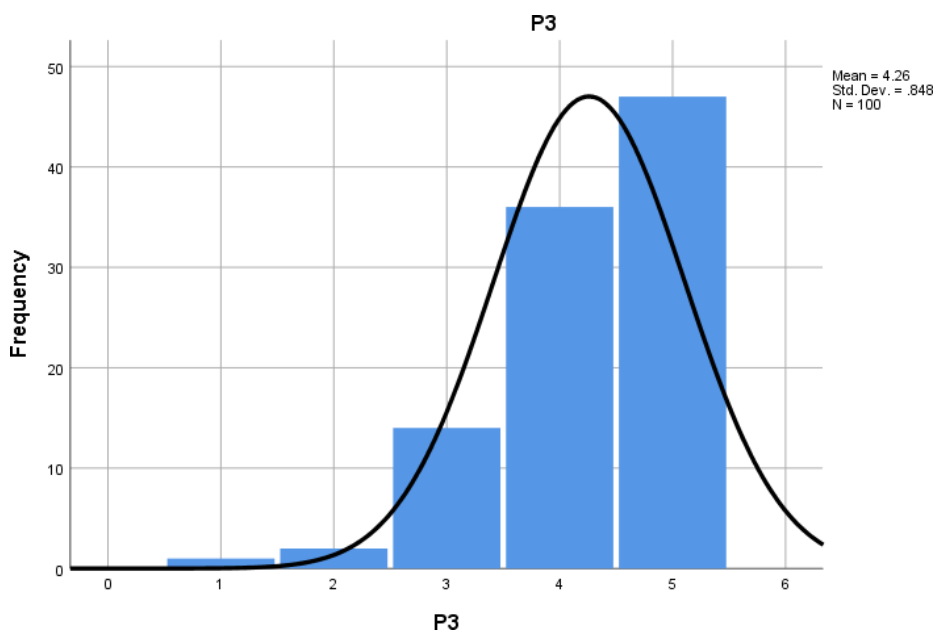


Figure 10. Influence of environment in learning.

You cannot be Focused on Learning due to you being Unconcerned About this Subject

Based on the Figure 11, it shows the highest of 35% students vote for disagree, followed by 31% for students who vote for neutral and 14% for students who vote for strongly disagree. The lowest is contributed by both scale of students who vote for agree and strongly agree. Therefore, it can be concluded that most of the students deny that they are unconcerned about this subject that led to the un-focused situation. Students prove that they are concerned and understand this subject (Figure 11).

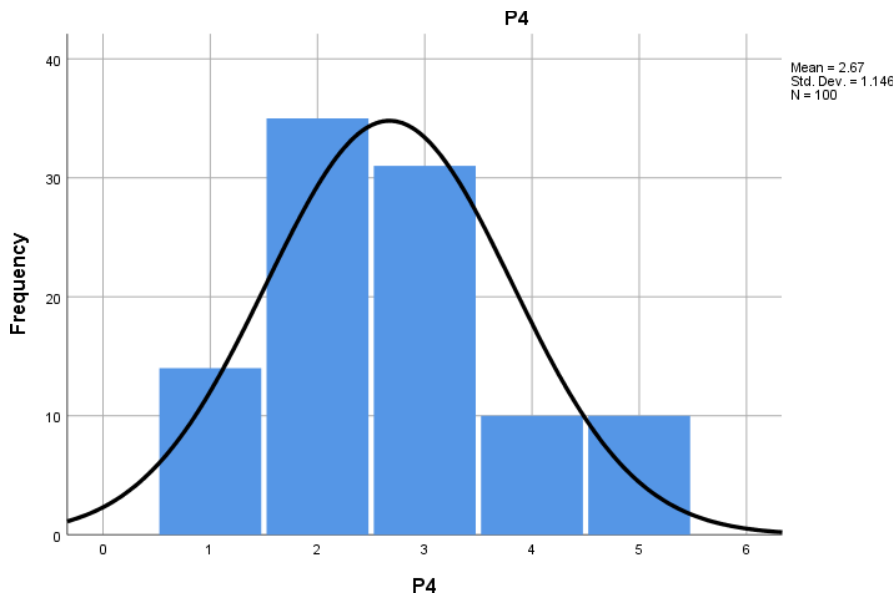


Figure 11. Focus during learning.

If you are not focused while studying the subject, what are factors such as noisy environment and lack of network at home could be the main factors?

Based on the data Figure 12, the highest percentage of 41% contributed to the strongly agree voters, followed by 36% for agree voters, 19% for neutral voters and 3% for disagree voters. The lowest percentage is 1% who contributed to the voter who voted for strongly disagree. Hence, having a poor internet connection as well as bad environment could be the factor of students who lack in learning this subject (Figure 12).

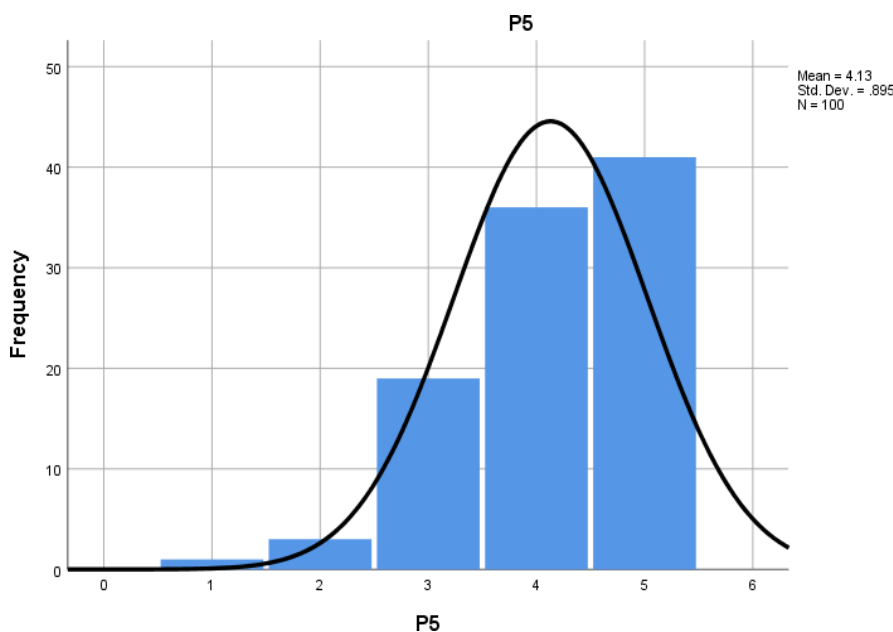


Figure 12. Effect of surroundings on learning.

Will you find an Alternative to focus on while Studying the Subject of Strategic Entrepreneurship?

According to the data and graph in Figure 13, it shows that as much as 48% students vote for agree in identifying any alternative to be focused on learning the Strategic Entrepreneurship subject. Next, the data followed by 29 and 21% respectively for students who vote for strongly agree and neutral. Both voters for disagree and strongly disagree contributed as much as 1% to the data. Therefore, most of the students will find an alternative to focus and understand the learning of this subject (Figure 13).

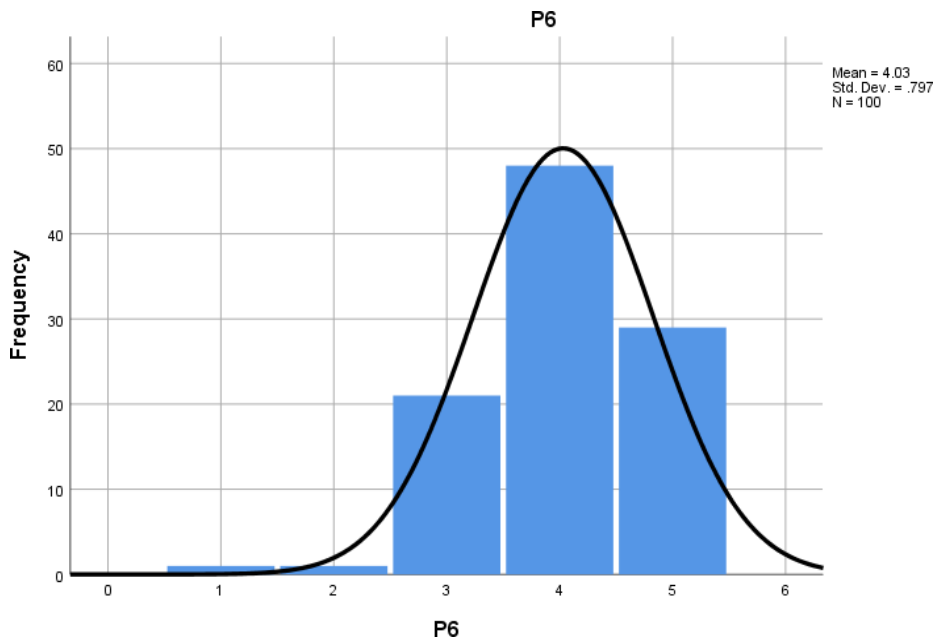


Figure 13. Improving focus.

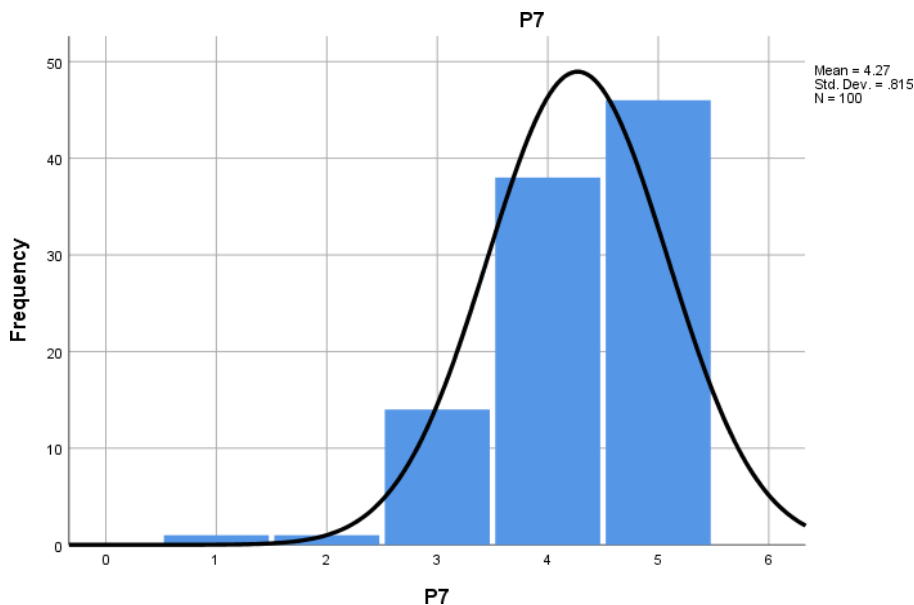


Figure 14. Improving focus while learning.

By asking some questions and jot down your own notes could be the alternatives to remain focused on learning this subject.

According to the data and the graph in Figure 14, the highest percentage of 46% contributed by the voters who vote for strongly agree, followed by 38% for voters who vote for agree and 14% for voters

who vote for neutral. The lowest percentage is contributed by both disagree and strongly disagree with the percentage of 1% respectively. Thus, it shows that most of the students agree on asking some questions and jot down own notes to keep on focused in learning the subject (Figure 14).

Do you apply the subject of Strategic Entrepreneurship in your daily life?

Based on the data and graph in Figure 15, the highest percentage is contributed by both agree and neutral voters with the percentage of 38%, followed by 20% for voters who vote for strongly agree, 3% for voters who vote for disagree and 1%, the lowest for the voter who votes for strongly disagree. Thus, it shows that there is an average or moderate result of students who apply the Strategic Entrepreneurship subject (Figure 15).

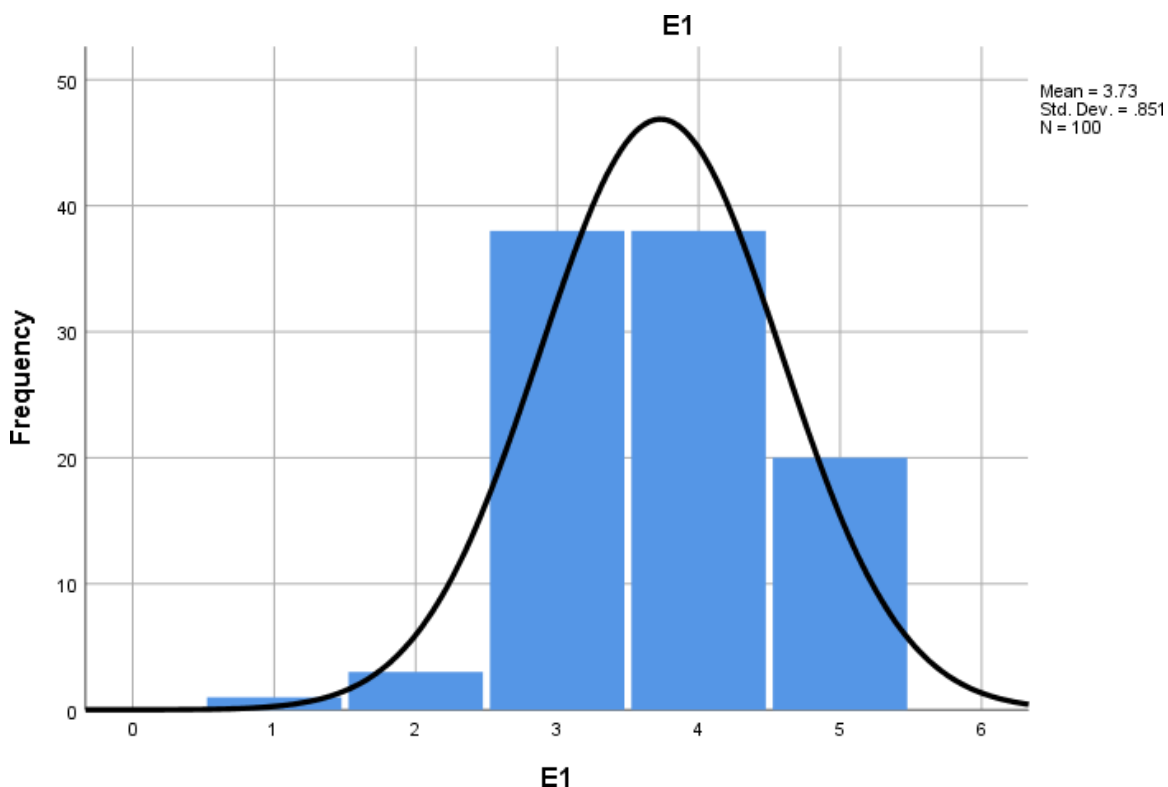


Figure 15. Applicability of the subject in real life.

Are you able to apply this subject when carry out your assignment?

According to the data and graph in Figure 16, the highest of 47% contributed to the students who vote for agree, followed by 31% for students who vote for strongly agree, 21% for students who vote for neutral and the lowest of 1% for students who vote for strongly disagree. Hence, most of the students manage to apply the learning of this subject when carrying out their assignment (Figure 16).

Do you know how to apply this subject in everyday life?

Based on the data and graph in Figure 17, it shows the highest of 45% of students who vote for agree, followed by 34% students voted for neutral, 17% for students who vote for strongly agree and the lowest, 4% for the students who vote for disagree. Therefore, it shows that most of the students know on how to apply this subject in day-to-day life since they already learnt it at university (Figure 17).

In your opinion, is this subject useful for the future?

According to the data in Figure 18, it shows that the highest of 53% students vote for strongly agree, followed by 40% for students who vote for agree, 6% for students who vote for neutral and

only 1% of students who vote for disagree. Thus, most of the students think that this subject is useful and crucial to be used in the future especially in the business or entrepreneurship world (Figure 18).

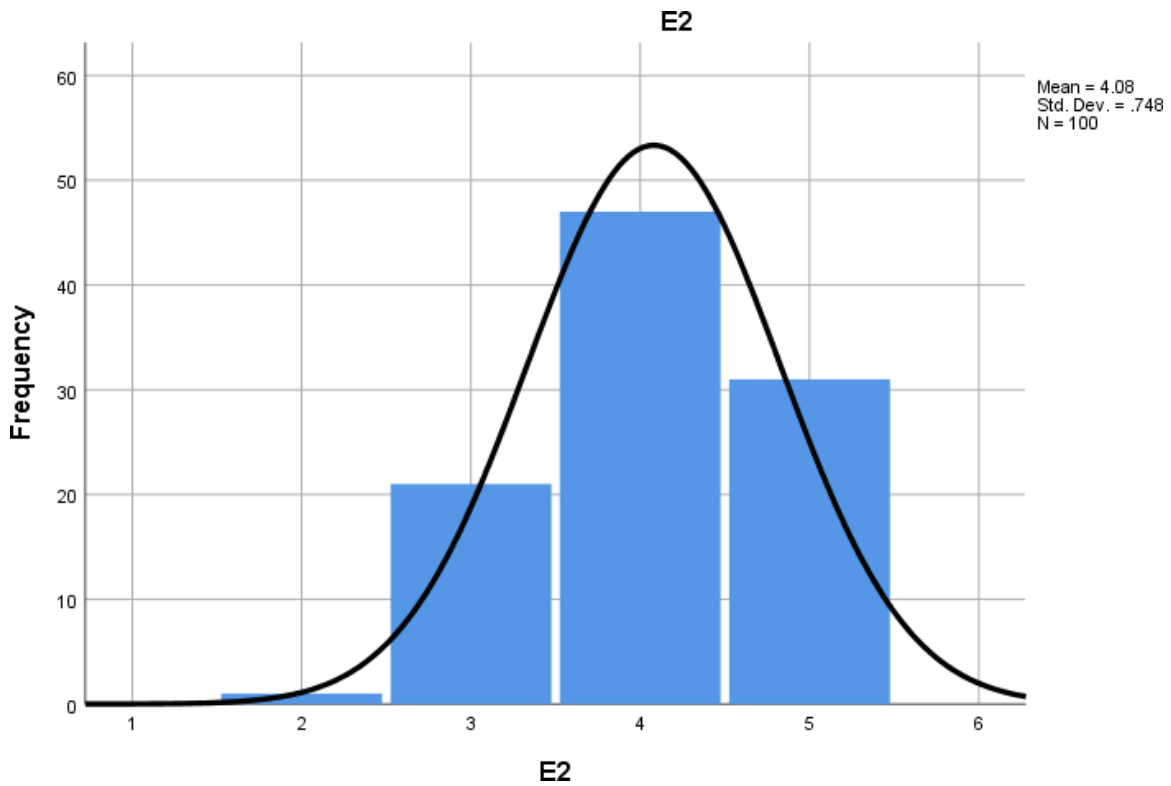


Figure 16. Applicability of the subject in assignment.

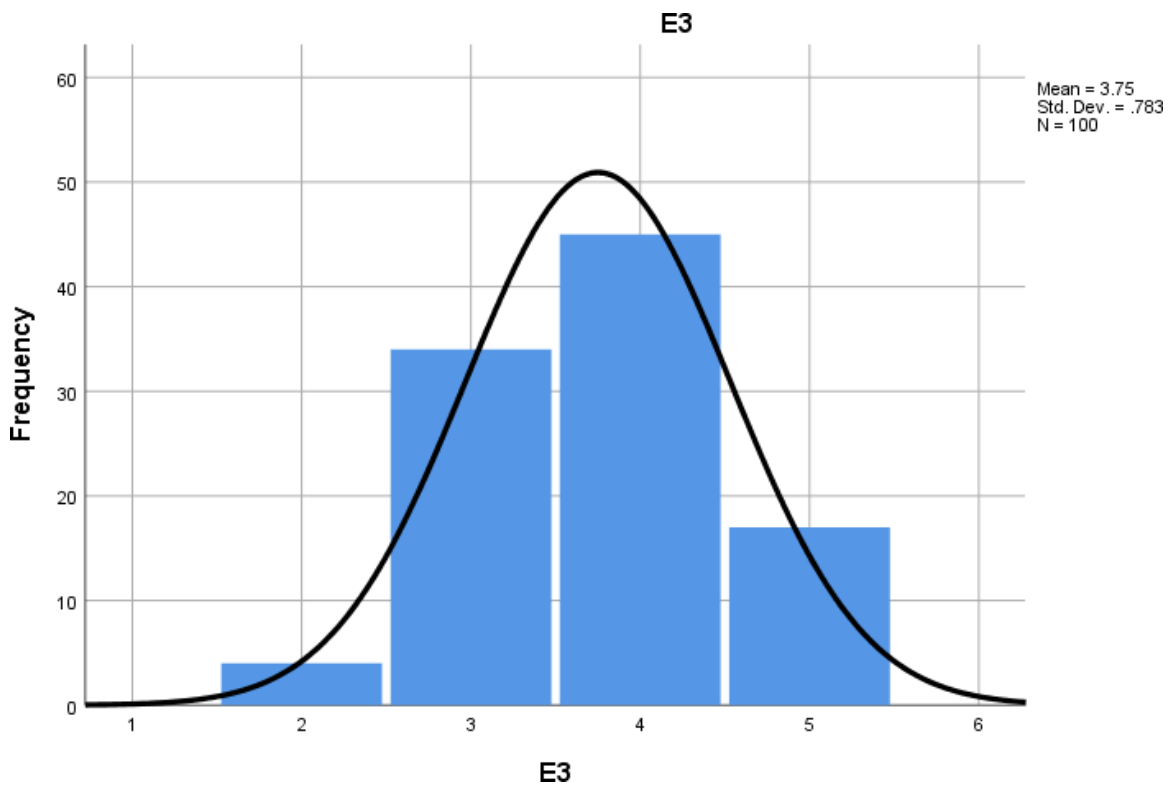


Figure 17. Applicability of the subject in daily life.

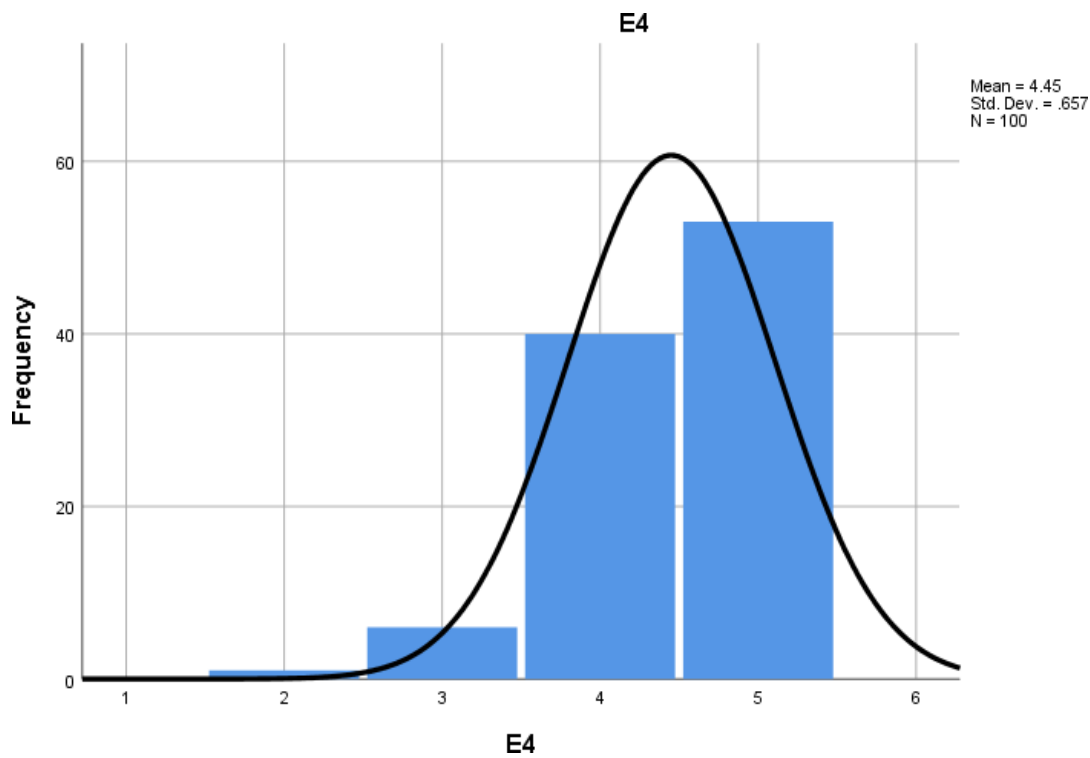


Figure 18. Future of this subject.

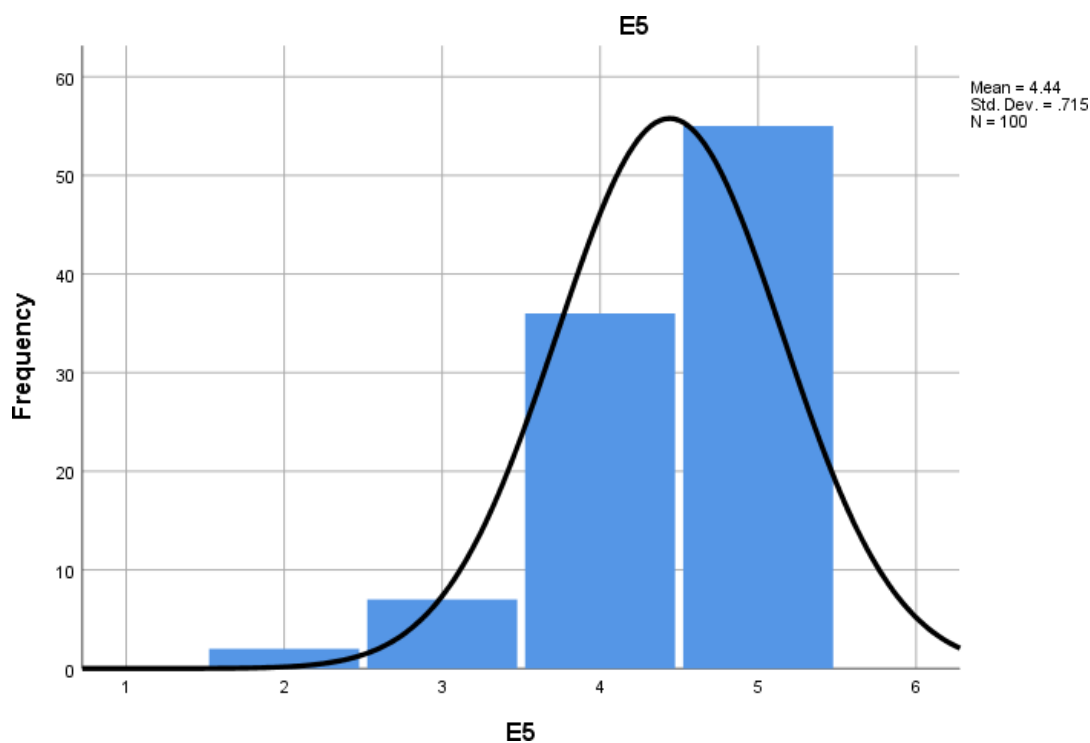


Figure 19. Applicability of the subject in outside world.

Does this subject encourage students to take external courses to improve their ability to manage business more regularly and have clear goals?

According to the data in Figure 19, it shows that the highest of 55% contributed by the students who vote for strongly agree, followed by 36% by students who vote for agree, 7% for students who vote for

neutral and the lowest, 2% for students who vote for disagree. Therefore, it shows that most of the students agree that this subject encourages them to take external courses to improve their ability to manage business more regularly and have clear goals (Figure 19).

TESTING OF HYPOTHESIS

Explanation

Correlation analysis is used to describe the strength and direction of the linear relationship between two variables. Through the Table 4, the total number of N cases is 100 for all three independent variables and one dependent variables. If there is no less amount, this means that there are no missing cases. From the Table 4, Pearson Correlation Coefficient in which r values are ranged from 0 to 1. It shows a positive correlation. This means, the larger the r, the stronger the relationship between dependent variables and independent variables. Since in our example, Pearson's r is positive, we can conclude that when our independent variable increases, the amount of our dependent variable also increases. When the value is close to 1, we can conclude that there is a strong relationship between the independent variables and dependent variables. The Sig. (2-Tailed) value in our example is 0.01. This value is less than 0.05. Therefore, we can conclude that there is statistically significant correlation between the independent variables and dependent variables.

Table 4. Correlations.

		Correlations			
		<i>E1Num</i>	<i>MEAN_F</i>	<i>MEAN_P</i>	<i>MEAN_E</i>
E1Num	Pearson Correlation	1	.400**	.462**	.821**
	Sig. (2-tailed)		.000	.000	.000
	N	100	100	100	100
MEAN_F	Pearson Correlation	.400**	1	.554**	.566**
	Sig. (2-tailed)	.000		.000	.000
	N	100	100	100	100
MEAN_P	Pearson Correlation	.462**	.554**	1	.659**
	Sig. (2-tailed)	.000	.000		.000
	N	100	100	100	100
MEAN_E	Pearson Correlation	.821**	.566**	.659**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	100	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

Explanation

Multiple regression is a family pf technique that can be used to explore the relationship between one continuous dependent variable and several independent variables. To compare the variance of variables it is important for researchers to look at standardized coefficients, not unstandardized coefficients. Standardized means that the values have been converted to the same scale so that researchers can compare them. In this study, the researcher focused on comparing the contribution of each independent variable. Therefore, we will use the beta value. Looking at the beta value in the Tables 5–7, leads to a large value for the third independent variable (E) which is 0.935. This means that this variable makes the strongest unique contribution to explaining the dependent variable, when the variance explained by all other variables in the model is controlled. The Beta value for the second independent variable (P) is lower (–0.120), indicating that it makes less unique contribution. Switch to Sig. which tells the researcher whether this variable makes a statistically significant unique contribution to the equation. As has been said earlier, the third independent variable (E) shows a value that is less than 0.05 compared to the other two variables. This means that E makes a significant unique contribution to the prediction of the dependent variable (E1). Therefore, the impact on learning is an independent variable that plays a big role in the application of this learning subject (dependent variable). Note that the sum of the R-

squared values shown in the model summary Table 5 (in this case 0.829% of explained variance) is not the same as all squared correlation values (0.688). This is because the part correlation value represents only the unique contribution of each variable, with any overlap or shared variance removed or separated. The total R-squared value, however, includes the unique variance explained by each variable as well as the shared one. In this case, the three variables are not reasonably strongly correlated ($r=0.829$). Thus, there is a lot of shared variances that is statistically removed when both are included in the model. Furthermore, the R-Square value is 0.829, which means that 82.9% of the subject of applying Strategic Entrepreneurship can be explained by the three independent variables, namely interest, environmental factors, and effects.

Table 5. Regression.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.829 ^a	.688	.678	.483
a. Predictors: (Constant), MEAN_E, MEAN_F, MEAN_P				

Table 6. ANOVA.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	49.302	3	16.434	70.406	.000 ^b
	Residual	22.408	96	.233		
	Total	71.710	99			
a. Dependent Variable: E1Num						
b. Predictors: (Constant), MEAN_E, MEAN_F, MEAN_P						

Table 7. Coefficients.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.556	.452		-1.229	.222
	MEAN_F	-.133	.153	-.063	-.866	.389
	MEAN_P	-.187	.124	-.120	-1.510	.134
	MEAN_E	1.342	.115	.935	11.682	.000
a. Dependent Variable: E1Num						

PRACTICAL IMPLICATIONS

This study aimed to identify or examine the effectiveness or the impact of studying the Strategic Entrepreneurship subject among the students at University Malaysia Kelantan [10]. In this study, we have used several independent variables in conducting the research of the effectiveness or the impact of the Strategic Entrepreneurship among the students. We have divided the independent variables into three sections which are interest or frequency, factor, and impact. Besides, this study has its own implication towards students and entrepreneurs in performing their entrepreneurial activities or their study. We aim on collecting the outcome of the learning of Strategic Entrepreneurship among students because they will continue the economic situation in the country. Therefore, we have collected the data and make outline of this study based on the questions generated. First and foremost, we can conclude that most of the students are likely to love the subject of Strategic Entrepreneurship whereby as many as 42 people have voted for 'Strongly Agree' out of 100 people. Moving further, roughly, we can conclude that most of the students like and are willing to learn this subject in their daily life. The

Strategic Entrepreneurship subject gives good impact or implications towards students in University Malaysia Kelantan during their studies as well as when they are furthering to the next level which is working. This is because, the content of the Strategic Entrepreneurship subject or the nature of the subject itself consist of strategy, principle, and the measures on how to be a good entrepreneur. Students at University Malaysia Kelantan will be more talented and easier in handling problems especially when it comes to entrepreneurship matters. For instance, if there is a pandemic of Covid-19 happen again, the students at University Malaysia Kelantan who have had studied Strategic Entrepreneurship subject could use the best strategy to settle down or to face the problems or the difficulty occurred. In addition, the teaching of Strategic Entrepreneurship subject could lead to an increase or generate growth in economy in the country in terms of implications to the government. Pursuing this further, students who are willing to be an entrepreneur will use the best strategy in conducting their business that will lead to profitable outcome or great revenue. For example, students who learn on how to list out the strengths, weaknesses, opportunities, and threats or also called as SWOT analysis of their own business will have to receive extra advantage rather than the others who does not have any appropriate outline and strategy as well as any knowledge of business in conducting it. SWOT and TOWS analysis provide a lot of guidance towards people who are willing to do a business and therefore will lead to a good performance of a business and great amount of revenue or profit.

CONTRIBUTION TO KNOWLEDGE

The contributions of this study can be comprised into several types. This study of the Strategic Entrepreneurship shows a significant and positive impact or influence towards the students at University Malaysia Kelantan. First and foremost, Strategic Entrepreneurship subject will help students to improve the innovation of a product into a better version. According to the statement, it can be comprised that students who learn about this subject will get to know more and better understanding on how to generate a great and profitable business. For instance, the management of strategic entrepreneurship could help students to have “strategic thinking” in applying the knowledge of Strategic Entrepreneurship in their daily life. In addition, students will get to know on the truest tactics and strategy that they need to determine and apply. Hence, we can see that this subject indirectly helps students on improving their life as well as their financial situation since they could generate more by having a proper and efficient business strategy and management. Secondly, the strategic management in this subject supports students in utilizing competition and portfolio analysis. Pursuing this further, students will be revealed to the creation and selection strategies whereby the portfolio analysis will aid students on making a lot of rational decisions in such matters before they pull out their opinion or decisions in an event. These kind of competition and portfolio analysis effectiveness are shown in day-to-day activities. For instance, nowadays, we can see a lot of entrepreneurs all around the world have competed in the business market positively whereby there is an economic fluctuation situation that shows some of the businesses might generate income and some might incur loss in a certain period. Next, the learning of Strategic Entrepreneurship subject also can give benefits and contribution to the knowledge of the importance of teamwork in a firm. Students who apply this knowledge on Strategic Entrepreneurship will get to achieve their goals by determining the strategies with a broad participation in top management and the most optimal decision-making technique during their entrepreneurial activity as an entrepreneur. This study teaches students on how to practice the most efficient and proper way to conduct a teamwork in a business since it is crucial for a business to have the most effective way and strategy to sustain in the market. Moreover, the teamwork of a business will lead to a great performance as well as generate economic growth since the wealth received is not only for the entrepreneur but it also contributes to the society and injects more financial capital into the country’s economy.

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