



Self-Efficiency in the Field of Entrepreneurship Technology Program Students at UTHM

Mohamad Khairi Aliashak¹, Mohd Zulfadli Rozali^{2*}

¹Faculty Of Technical and Vocational Education,
Universiti Tun Hussein Onn Malaysia, Batu Pahat, 86400, MALAYSIA

*Corresponding Author Designation

DOI: <https://doi.org/10.30880/ritvet.2023.03.02.015>

Received 25 July 2023; Accepted 20 December 2023; Available online 30 December 2023

Abstract: Self-efficacy in the field of entrepreneurship is a catalyst factor for UTHM's technology program students. This is especially true for students who have an interest in the field of entrepreneurship through the factors of empathy, motivation, and social support. This study aims to examine self-efficacy factors in the field of entrepreneurship of technology program students. This questionnaire-based survey was conducted, and data from 422 respondents were analyzed using descriptive statistics involving mean values and standard deviations as well as Mann-Whitney U and Spearman's Rank-Order Correlation tests. The findings of the study show that the self-efficacy factor in the field of entrepreneurship is high in the experience of students majoring in technology at UTHM. In addition, the results of the analysis show that there is no significant difference in the self-efficacy factor in the field of entrepreneurship between male and female students in the field of entrepreneurship as well as a significant strong relationship with the involvement of students majoring in technology at UTHM. This study can help stakeholders such as the Ministry of Higher Education, UTHM, and the technopreneur center in empowering this field of entrepreneurship more holistically and comprehensively. In conclusion, this research can enhance the participation of technology students on campus meanwhile they also can improve knowledge in the field of entrepreneurship.

Keywords: Entrepreneurship, Technology Student, Self-Efficacy

1. Introduction

Nowadays, the field of entrepreneurship is increasingly gaining a place in society in ensuring that the survival of an individual is more guaranteed in terms of aspects of the field of employment. According to Saidon et al. (2020) in Malaysia in particular, the field of entrepreneurship is increasingly being pioneered by young people who become successful entrepreneurs in inspiring others in the abilities possessed by this group such as entrepreneurial knowledge, the field of entrepreneurship, problem-solving skills, negotiation skills as well as aspects of high entrepreneurial thinking used as a yardstick for someone in engaging in this field of entrepreneurship. some individuals join this field of

*Corresponding author: mzulfadli@uthm.edu.my

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entrepreneurship due to the job opportunities available in this field. If you look at the statistics that have been released by the Ministry of Higher Education (MoHE) also show that the rate of student involvement in this field of entrepreneurship has increased in 2022 by 75%. This is in line with the efforts of the Ministry of Higher Education (MoHE) plan to ensure the seamless welfare of students of higher education institutions. This mechanism in this field of entrepreneurship such as initial business capital for B40 students, entrepreneurship training schemes, programs to strengthen entrepreneurship knowledge as well as opening business companies, and so on. If researched this effort has shown that there is a tendency in the field of entrepreneurship to be explored with the interest, motivation, and ability internally of everyone it is confirmed from the study that there is a need in the field of entrepreneurship that is more effective in line with what is done especially in this field of entrepreneurship (Mohamad & Othman, 2018).

2. Methodology

The explanation in this chapter discusses the results of the survey that is to be carried out in detail and systematically to ensure that the research goals are achieved, so the planning of each phase must be examined from beginning to end. In this part of the chapter, it is very important to cover all the studies that want to be carried out with the techniques and methods used to find solutions to the research objectives. Therefore, all the procedures that the researcher wants to carry out will be explained in a systematic and orderly manner. As a simple methodology process, this section explains the research method employed in this study. Here is a step that has been used by the researcher in this study.

According to Sekaran and Bougie (2016), population refers to the entire population of individuals, events, or interesting items that the researcher wants to study. Sampling is a method of selecting enough elements from the population, to generalize the properties or characteristics to the population elements by studying the sample and understanding its properties or characteristics (Sekaran & Bougie, 2016). The elements represent the number of individuals in the population selected to be sampled. For each study, the sampling design will depend on the population, sample size, and analysis method used. The researcher used a simple random sampling method in this study because it is suitable for a large study population. This also allows each sample to have an equal opportunity to be a respondent of the study. The population of this study consists of current Bachelor of Technology degree program students from various technology courses at the Faculty of Technical and Vocational Education (FPTV) who have completed taking the entrepreneurship course at the beginning of the last semester. The simple random sampling method used to select students for the study is to meet the requirement of equal opportunity for each possible sample. A sample is a subset of the population.

Sampling design and sample size are very important in determining the representativeness of the sample for generalization in the study. According to Delİce (2001) if the study is conducted with a survey design, then the sample size should not be less than 30. Sampling error is unavoidable but can be reduced by the sample size. Thus, a larger sample tends to be associated with a smaller margin of error. Krejcie and Morgan (1970) have proposed a procedure for determining the correct sample size which has been referred to by researchers. For this study, research was used sample form using a study sample consisting of seven technology programs including Bachelor of Food Service Technology with Honors, Bachelor of Refrigeration and Air Conditioning Technology with Honors, Bachelor of Building Construction Technology with Honors, Bachelor of Industrial Electronic Automation Technology with Honors, Bachelor of Industrial Electrical System Maintenance Technology with Honors, Bachelor of Industrial Machining Technology with Honors, Bachelor of Industrial Welding Technology with Honors. All this data of students is 807 starting with the first cohort until the third cohort. The researchers will select a randomised sample of the study 260 students out of a population of 807 students who are currently attending PTV courses in 7 different graduate study programs at the Faculty of Education Technical and Vocational (FPTV) to obtain information related to the study conducted.

2.1 Research Instrument

This study was conducted using a questionnaire as a research instrument. Questionnaires are used in this study because they can be constructed quickly, making it easier for researchers to administer process, and analyze the data obtained. In addition, questionnaires save time because it allows the researcher to collect a large amount of data in a relatively short period to obtain research. Furthermore, the tools and instruments are also more affordable than other data collection techniques and questionnaires can be used to gather information on a variety of subjects, including personal facts, attitudes, past behavior, and opinions. Because the questionnaire does not involve the researcher facing the respondent during the process of answering the questionnaire, the respondent can answer calmly and not be influenced by other distractions. This can increase the accuracy and feedback from the sample because they are free to give their opinion when answering each question in the questionnaire instrument given.

The questionnaire used in this study is the Theory of Planned Behavior adapted from (Ajzen & Fishbein 2005) from which the original instrument was obtained and only a few items were selected to be tested in the study conducted by the researcher. The researcher used an instrument for the level of entrepreneurial self-efficacy of technology students in the field of entrepreneurship by choosing several instruments in this theory to be used such as motivation, empathy, and social support. The research instrument contains 23 items that have been adapted according to the research question to measure the level of entrepreneurial self-efficacy of technology students in the field of entrepreneurship at FPTV. The researcher used a questionnaire instrument that had been processed into the Malay language to make it easier for respondents to understand and answer the questions contained in the questionnaire.

3. Results and Discussion

3.1 Normality Test

The results of the normality test analysis show the value of Sig. (2 tailed) for the self-efficacy factor in the field of entrepreneurship which is empathy, motivation, and social support is less than 0.05 ($p < 0.05$) and it shows abnormally distributed data for each of those factors on the involvement of students majoring in technology at UTHM.

Table 1: Test of Normality

Test of Normality				
Element	Kolmogorov-Smirnov ^a			
	Gender	N	df	Sig.
Empathy	Male	0.228	210	.001
	Female	0.196	212	
Motivation	Male	0.237	210	.001
	Female	0.186	212	
Social Support	Male	0.227	210	.001
	Female	0.130	212	

3.2 Analysis of Demographic

Based on the analysis that has been used, descriptive demographic analysis of students majoring in technology at the Faculty of Technical and Vocational Education (FPTV), which is shown through the frequency distribution or number of respondents (n) and percentage for each category which includes gender, age, program of study, year, and semester of study as well as experience in participating in entrepreneurial activities at UTHM. The findings of the study show that the respondents who answered this questionnaire were a total of 422 students from technology majors. Most respondents in the findings

of this study are male, which has a total of 210 people (49.8%) while the female respondents are made up of 212 students (50.2%). The distribution of frequency and percentage according to age reveals that most of the respondents were students aged between 18-22 years old, which made a total of 134 students, or (31.8%) while a total of 179 students, or (42.4%) were aged between 23 - 26 years, followed by 109 students or (25.8%) who were aged between 26 - 30 years. There were no respondents from this age range of 31 years and above. It can be concluded that most of the respondents were male and happened to fall within the age, bracket of 23-26 years. This age bracket is the highest among the respondents' age group.

The frequency and percentage distribution of respondents' study programs shows that most respondents are from the Food Service Technology bachelor's degree program, which is a total of 93 respondents or (22.0%), while the respondents from the Electrical Maintenance System Technology bachelor's degree program are the second highest respondents, which are 77 respondents or (18.2%). A total of 59 respondents or (14.0%) from the Bachelor of Industrial Electronic Automation Technology program were the third highest respondents followed by respondents from the Bachelor of Refrigeration Technology program and

Air conditioning had as many as 52 respondents or (14.0%). Furthermore, for the bachelor's degree program in Industrial Machinery Technology, which recorded a total of 49 respondents, equal to (11.6%) while for the bachelor's degree program in Building Construction Technology, a total of 48 respondents were recorded, equal to (22.0%). For the last program, the Bachelor of Welding Technology recorded a total of 44 respondents equal to (10.4%). It can be concluded that many students from the Electrical Maintenance System program monopolize answering this questionnaire followed by other programs.

Next, for the respondent's year and semester of study, the results of the study found that most of the respondents were Year 2 Semester 2 students, that is 288 respondents or (54.0%) while for Year 3 Semester 1 students, there were 140 people (33.2%). Furthermore, for Year 2 Semester 1 students, a total of 32 people (9.0%) and the remaining 16 respondents (3.8%) are Year 3 Semester 2 students. The distribution of frequency and percentage of experience in participating in entrepreneurial activities at UTHM shows that a total of 244 people (57.8%) is sometimes, while a total of 110 respondents (26.1%) are always participating in entrepreneurial activities at UTHM. As for the experience in participating in the field of entrepreneurship at UTHM, the latter has never shown a total of 68 respondents (16.1%) engaging in any entrepreneurial activity at UTHM. It can be concluded that most students involved are in Year 2 Semester 2 followed by other years and semesters.

For the study carried out by the researcher, samples were taken of students in year 2 and year 3 following the students of this technology program in the last year will undergo Industrial Training for a year in the fields taken according to the program. In parallel with that, for the experience of participating in entrepreneurial activities at UTHM, a total of 224 students from various technology programs chose to venture into the field of entrepreneurship at UTHM. Most of the 2nd-semester 2nd-year students recorded the majority as they had just finished taking entrepreneurship courses.

Table 2: Analysis of Demographic Respondent

Item	Group	Frequency (n)	Percentage (%)
Gender	Male	210	49.8
	Female	212	50.2
Age	18-22 Years	134	31.8
	12-26 Years	179	31.8
	26-30 Years	109	25.8
	31 years and above	0	0
Programme of study	Food Technology	93	22.0

	Building Construction Technology	48	11.4
	Refrigeration Technology and Air Conditioning	52	12.3
	Electronic Automation Technology	59	14.0
	Electrical Maintenance System	77	18.2
	Welding Technology	44	10.4
	Industrial Machinery Technology	49	11.6
Year and Semester of Study	Year 2 Semester 1	32	9.0
	Year 2 Semester 2	228	54.0
	Year 3 Semester 1	140	33.2
	Year 3 Semester 2	16	3.8
Experience of Participating in Entrepreneurial Activities at UTHM	Never	68	16.1
	Sometimes	244	57.8
	Always	110	26.1

3.3 Analysis Descriptive of Items in Motivational Elements

Table 3 shows the results of the descriptive analysis of the study for each item in motivation for student involvement in the field of entrepreneurship. The results of the analysis of the study found the item "I am motivated to deepen the knowledge of entrepreneurship learned." obtained the highest mean value of 3.87 (SD = 0.97) compared to other items in the motivation element, followed by the second highest item "I am motivated to share entrepreneurial knowledge with friends." with a mean value of 3.86 (SD = 0.97), while for the item "I feel that the field of entrepreneurship brings profit." showing a mean value of 3.85 (SD = 1.00) showing a moderately high mean value. Next, the item that shows the lowest mean value is "I am motivated to generate ideas in the field of entrepreneurship" obtaining a mean value of 3.83 (SD = 0.97) followed by the item "I am motivated to continue participating in entrepreneurial programs." obtained a mean value of 3.83 (SD = 0.97). Most of the motivation element items show a high mean value level for the seven items in this factor.

Table 3: Motivational Elements

No.	Item	N	Mean	SD	Interpretation
1	I feel that entrepreneurship brings profit.	422	3.85	1.00	High
2	I am motivated to deepen my entrepreneurial knowledge.	422	3.87	0.97	High
3	I am motivated to generate ideas in the field of entrepreneurship.	422	3.83	0.97	High
4	I am motivated to have a career in a field that involves entrepreneurship.	422	3.81	0.99	High
5	I am motivated to continue to participate in entrepreneurial programmes.	422	3.83	0.97	High
6	I was motivated to share my entrepreneurial knowledge with my friends.	422	3.86	0.97	High
7	I am motivated to continue to seek experience in entrepreneurship.	422	3.86	0.98	High

3.4 Analysis Descriptive of Items in Empathy Elements

Table 4 shows the results of the descriptive analysis of the study for each item in the empathy element for the self-efficacy factor in the field of entrepreneurship, which is the motivation for the involvement of technology program students in the field of entrepreneurship at UTHM. The result of

the analysis of the study found the item "I believe that every challenge will have a solution." obtained the highest mean value of 3.95 (SD = 0.978) compared to other items in the motivation factor, followed by the item "I believe that if there is a high commitment to life in my bid up I will succeed" with a mean value of 3.91 (SD = 0.985), the item "I believe that if there is a high determination in my life I will succeed." showing a mean value of 3.91 (SD = 0.978).

The items that show the same medium-high mean value are the item "I want to understand the wishes of someone who ventures into the field of entrepreneurship" and the item "I believe that every action in entering the field of entrepreneurship will give good results" which respectively show a mean value of 3.84 (SD = 0.930) and 3.84 (SD = 0.895) while the item that obtains the lowest mean value is the item "I believe that the field of entrepreneurship can change my life for the better." recorded the lowest mean value of 3.82 (SD = 0.957). Most motivational element items show a high level of mean value with each other 0.957). Most motivational element items show a high level of mean value with each other.

Table 4: Empathy Elements

Bil.	Item	N	Mean	SD	Interpretation
1	I want to understand the needs of someone who ventures into entrepreneurship.	422	3.84	0.947	High
2	I want to understand the needs of someone who ventures into entrepreneurship.	422	3.84	0.930	High
3	I believe that any action in venturing into entrepreneurship will yield good results.	442	3.84	0.985	High
4	I believe that in case There's a life grab that's high in my bids will successfully	422	3.91	0.985	High
5	I believe that if there is a high determination in the bidding I will succeed.	422	3.91	0.978	High
6	I believe every challenge will surely have a solution.	422	3.95	0.978	High
7	I believe entrepreneurship can change my life for the better.	422	3.82	0.957	High
8	I believe that every contribution made can affect my thinking about entrepreneurship.	422	3.87	0.942	High
9	I believe that every contribution made can influence my behaviour toward entrepreneurship.	422	3.87	0.958	High

3.5 Analysis Descriptive of Items in Social Support

Table 5 shows the results of the descriptive analysis of the study for each item in the social support element for the self-efficacy factor in the field of entrepreneurship, which is motivation towards the experience of technology program students in the field of entrepreneurship at UTHM. The results of the analysis of the study found that the item "Financial help from parents can help me to get involved

in the field of entrepreneurship on campus" obtained the highest mean value of 4.06 (SD = 0.898) compared to other items in the social support element, followed by the item "Giving funds in the field of entrepreneurship opens the dimension of my thinking to be more creative and innovative in business planning" with a mean value of 4.04 (SD = 0.780), while the highest medium is the item "I believe that the teaching of the lecturer on campus can influence me in get involved in the field of entrepreneurship" shows a mean value of 4.04 (SD = 0.860)

The items that show a moderately low mean value compared to the other items are "I believe the entrepreneurship syllabus studied can help me understand the field of entrepreneurship." and the item "The entrepreneurship program organized by the university can form an interest in me to venture into the field of entrepreneurship" which respectively shows a mean value of 4.02 (SD = 0.876) and 4.02 (SD = 0.892) while the item that obtains the lowest mean value is the item "The role of the university helps me to contribute entrepreneurial skills in myself" and the item "The role of the university helps me to contribute entrepreneurial skills in myself.." recorded a mean value of 4.01 (SD = 0.890) and mean 4.00 (SD = 0.907). Most of the social support element items show a high level of mean value to each other for the value obtained.

Table 5: Social Support Element

Bil.	Item	N	Mean	SD	Interpretation
1	I believe the teaching of the lecturers on campus can influence me to get involved in the field of entrepreneurship.	422	4.04	0.860	High
2	I believe the syllabus entrepreneurship learned can help me understand the field. entrepreneurship.	422	4.02	0.876	High
3	Financial help from my parents can help me to get involved in the field of entrepreneurship in the campus.	422	4.06	0.898	High
4	The influence of my peers influenced me to engage in entrepreneurship.	422	4.01	0.890	High
5	The role of the university helped me to contribute entrepreneurial skills to myself.	422	4.00	0.907	High
6	The entrepreneurship program organized by the university was able to form an interest in me to venture field of entrepreneurship.	422	4.02	0.892	High
7	Funding in the field of entrepreneurship open the dimension of my thinking to be more creative and innovative in business planning.	422	4.06	0.870	High

3.5 Analysis Statistical Spearman's Rank Order Correlation

Table 6 shows the results of the analysis of the relationship between self-efficacy factors that affect the experience of technology program students in the field of entrepreneurship at UTHM. Spearman's rho analysis shows that there is a strong positive relationship between empathy and motivation that is statistically significant ($r_s = 0.935$, $N = 442$, $p < .001$), followed by a strong positive relationship between empathy and social support that is statistically significant ($r_s = 0.834$, $N = 442$, $p < .001$).

Next, there is a strong positive relationship between motivation and empathy that is statistically significant ($r_s = 0.935$, $N = 442$, $p < .001$), followed by a strong positive relationship between motivation and social support statistically ($r_s = 0.822$, $N = 442$, $p < .001$). Further, there is a strong positive

relationship between social support and empathy that is statistically significant ($r_s = 0.834$, $N = 442$, $p < .001$), followed by a strong positive relationship between social support and motivation that is statistically significant ($r_s = 0.822$, $N = 442$, $p < .001$). Therefore, the results of the study prove that the relationship between self-efficacy factors in the field of entrepreneurship indeed affects the level of experience of technology program students in the field of entrepreneurship at UTHM. From the findings of Spearman's Rank-Order Correlation analysis conducted on the research question of this study, the researcher can conclude that there is indeed a strong positive relationship between the three factors of self-efficacy in the field of entrepreneurship, namely empathy, motivation, and social support on the experience of students in participating in entrepreneurial activities at UTHM.

Table 6: Analysis of Spearman's Rank Order Correlation Test

Self-efficacy factors in the field of entrepreneurship			Empathy	Motivation	Social Support
Spearman's rho	Empathy	rs	1	0.935	.834
		Sig. (2 Tailed)		0.001	0.001
		N	422	422	422
	Motivation	rs	0.935	1	0.822
		Sig. (2 Tailed)	0.001		.000
		N	422	422	422
	Social Support	rs	0.834	0.822	1
		Sig. (2 Tailed)	0.001	0.000	
		N	422	422	422

3.5 Analysis Statistical Man-Whitney U Test

Referring to Table 7 the data has been obtained and analyzed, the self-efficacy factor in the field of entrepreneurship which is empathy based on gender ($N=422$) is $U=19894.00$, $Z=-1.95$, $r = .09$. Therefore, the value of Asymp. Sig. .05 ($P>.05$) is significant, then the hypothesis (H_0) is accepted because no difference in the self-efficacy factor is empathy in the field of entrepreneurship against the experience of technology program students in the field of entrepreneurship based on gender. According to Cohen (1988), the effect size is a small effect. Next, the value of the self-efficacy factor in the field of entrepreneurship which is motivation based on gender ($N=422$) is $U=19563.00$, $Z=-2.21$, $r = .010$. Asymp. Sig. .27 ($P>.05$) is significant, then the hypothesis (H_0) is accepted because there is no difference in the self-efficacy factor motivation in the field of entrepreneurship against the experience of technology program students in the field of entrepreneurship based on gender. According to Cohen (1988) effect size is a small effect. The value for the self-efficacy factor in the field of entrepreneurship which is social support based on gender is ($N=422$) is $U=21892.50$, $Z=-2.21$, $r = -.01$. Asymp. Sig. .76 ($P<.05$) is significant, so the hypothesis (H_0) is rejected because there is a difference in the self-efficacy factor which is social support in the field of entrepreneurship against the experience of technology program students in the field of entrepreneurship based on gender. According to Cohen (1988) effect size is a small effect.

Table 7: Analysis of Man Whitney U Test

Item	Empathy	Motivation	Social Support
Mann-Whitney U	19894.000	19563.000	21892.500
Wilcoxon W	42049.000	41718.000	44047.500
Z	-1.949	-2.214	-.300
Asymp.Sig. (2-tailed)	.051	.027	.764

4. Conclusion

Overall, this study was carried out to identify self-efficacy factors in the field of entrepreneurship of students majoring in technology at UTHM through the factors of empathy, motivation, and social support. The results of the analysis from this study found that students majoring in technology have a high level of involvement in the field of entrepreneurship for all three factors of self-efficacy in this field of entrepreneurship. Despite the difference in technology courses taken at FPTV, the involvement of male and female students does not affect their venture into this field of entrepreneurship at UTHM.

This study is focused on students rather than majoring in technology at FPTV, UTHM. Therefore, the researcher suggests that Studies related to entrepreneurship are also studied and disbursed. by involving male and female undergraduates residing in college residences of university and students Without Hostels who do not live in residential colleges to see their level of involvement in the field this entrepreneurship throughout being on campus. Furthermore, this study was conducted only involving a sample of studies consisting of students majoring in technology at the Faculty of Technical Education and Vocational (FPTV) at Universiti Tun Hussein Onn Malaysia and not comprehensive to sample studies from the Malaysian Technical University Network (MTUN) universities available at Malaysia in engaging in entrepreneurship. Therefore, the researchers suggest that further researchers can do research based on a more diverse selection of study samples with the involvement of students from MTUN University in the field of technology or field of education available at this MTUN university.

This study can also be extended to lecturers at the university MTUN by looking at whether lecturers serving in This IPTA have an interest or not engage in This area of entrepreneurship. For example, conducting a focused investigation of Entrepreneurship such as engaging in activities in the form of entrepreneurship and so on where this study is not solely focused on students but focused on lecturers in an IPTA set. It is the conclusion of this paper that the research would strengthen and motivate students in the field of entrepreneurship. The paper further concludes that the field of entrepreneurship should be given more prominence to leverage its potential. Wishes of the Malaysian government to produce great people in this field of entrepreneurship. The involvement of all UTHM citizens can also be a more valuable stepping stone in empowering this field of entrepreneurship so that the vision and mission of UTHM to become a Global Technopreneur University by 2030 is achieved.

Acknowledgment

The authors would also like to thank the Faculty of Technical and Vocational Education, University Tun Hussein Onn Malaysia for its support.

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