

Self-assessment of Entrepreneurship Competency Level Among Students in the Technical Field at Kuala Lumpur Malaysian Spanish Institute University

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Abstract

This research highlights the importance of entrepreneurship in reducing poverty and supporting the economic growth of the country. In this context, graduates with low entrepreneurial competence are considered vulnerable in the job market. Therefore, this study aims to identify the self-assessment of the level of entrepreneurial competence among students at the University Kuala Lumpur Malaysian Spanish Institute. The research methodology involves survey research with a quantitative approach, using a Google form questionnaire. Research instruments were used from Management Systems International (MSI) and Mcber to assess entrepreneurial competence. The study respondents consisted of 144 undergraduate students at UniKL MSI. Descriptive statistical analysis was used to evaluate the mean value of the PEC score, and T-test to test the differences between gender and students who have currently and already taken the entrepreneurship course. The findings of the study show that the level of entrepreneurial competence, especially in setting goals, is high among students. In addition, self-confidence shows that there is a significant difference between students who currently are taking entrepreneurship courses and students who have taken entrepreneurship courses. Next, the commitment to the work contract shows that there is a significant difference between men and women. In conclusion, this study provides insights to help students develop their entrepreneurial competencies. The implications of this research can, to some extent, contribute to raising awareness of entrepreneurship from the perspective of students' self-assessed entrepreneurial competencies.

1. Introduction

The diversity of economic sources for a country, entrepreneurship is among the fields listed as a source for the generation of the national economy. Wan Nawang et al. (2018) also agrees with this when emphasizing that the country's per capita income increases every year, and the number of poverty cases decreases due to active entrepreneurial activities.

However, the Graduate of 2022 (TVET) Employability Statistics released by the Ministry of Higher Education (MOHE) show, a promising increase in the entrepreneurship rate for the first three years from 2018 to 2020. Unfortunately, the engagement rate of graduates in the field of entrepreneurship for the year 2021 has suddenly

decreased compared to previous years, and this decline also continues in the subsequent year, 2022. A drastic reduction in the entrepreneurship rate has occurred from 2020 to 2021.

In addition, the issues outlined in the National Entrepreneurship Policy, Malaysia: Entrepreneurial Nation 2030 (Entrepreneur Development Ministry, 2019), namely the biggest issue in education and training, involve balancing the supply and demand for workers in various sectors. The abundance of graduates with only paper qualifications and no added value makes employers more cautious about who they hire. At the same time, many graduates find themselves in jobs unrelated to their qualifications. Highly skilled graduates must have imagination and creativity to explore new fields and shift their mindset from job seekers to job creators. This is crucial, especially in today's highly competitive job market. A study by Chandra Rao et al. (2022) found that 80% of those interviewed prefer to be job seekers, while only 20% choose to be entrepreneurs. This indicates that most graduates prioritize working with a salary as their future career choice.

The current socioeconomic development in a community and country indicates that entrepreneurial involvement is among the key drivers of a nation's progress. This is also likely related to the statement that some universities in Malaysia report a significant number of graduates remaining unemployed even after completing their studies, despite integrated efforts by the government and universities to instill entrepreneurship in the faculty curriculum (Halim et al., 2019). According to Baker et al. (2022), some graduates from public universities in Malaysia struggle to enter the job market, indicating challenges in employment opportunities for graduates in Malaysia. Additionally, Wafi et al. (2022) mentioned that only 70% of universities in Malaysia declare their graduates as ready for the workforce, suggesting a potential gap in postgraduate employability.

In the past decade, interest in entrepreneurial education has been increasing, and many higher education institutions have developed special programs and courses to support entrepreneurial competencies (Nevalainen et al., 2021). This can be realized if entrepreneurial competencies continue to be enhanced to achieve goals and maintain competitiveness in the era of globalization (Gunartin et al., 2023). However, there has been a significant change in how universities train business and entrepreneurial skills. While entrepreneurship courses were previously focused on various forms of business and business planning, the overall perception of entrepreneurship and entrepreneurial competencies has shifted towards a more holistic education approach in developing students' entrepreneurial competencies. According to Okolie et al. (2021), university graduates with low entrepreneurial competencies are exposed to the labour market.

Therefore, this study will discuss the level of entrepreneurial competencies of students at the University Kuala Lumpur Malaysian Spanish Institute. This research is essential to determine the level of entrepreneurial competencies among students, which need continuous improvement to achieve goals and maintain competitiveness in the era of globalization. Knowing the level of entrepreneurial competencies among students allows educational institutions and the government to make improvements in creating awareness about entrepreneurship as one of the career options for future graduates to face these challenging times.

1.1 Objectives

The research objectives for this study are as follows, (1) To identify the level of self-entrepreneurial competency among technical field students at the University Kuala Lumpur Malaysian Spanish Institute, (2) To examine the differences in self-entrepreneurial competency levels between students currently enrolled in entrepreneurship courses and those who have completed entrepreneurship courses among technical field students at University Kuala Lumpur Malaysian Spanish Institute and (3) To examine the differences in self-entrepreneurial competency levels between genders among technical field students at University Kuala Lumpur Malaysian Spanish Institute.

1.2 Literature Review

An entrepreneur is a person who creates value by managing change, identifying, and managing opportunities, acting with enthusiasm and purpose, living proactively, and organizing and utilizing resources (Gonzaga, 2019). Entrepreneurship is a form of economic and community-driving activity. According to Rosita (2023), entrepreneurship contributes to shaping individuals' thinking about the emergence of new entities and the more efficient use of creative potential, existing knowledge, and skills. She also states that this activity is not only focused on buying and selling but can be interpreted more broadly. Meanwhile, entrepreneurship is a crucial component of the economy as it supports job creation to reduce poverty rates, ultimately bringing success to the country (Buitrago et al., 2022). Additionally, according to Ratković et al., (2022), entrepreneurship is a topic chosen by many renowned researchers. This is because the field of entrepreneurship is broad and can add value to oneself, society, and the country.

Self-entrepreneurial competence is a set of qualities that help outline the attitudes and behaviours of entrepreneurs (Leonora & Alusen, 2016). According to Kyguolienė and Švipas (2019), one of the most widely used classifications of self-entrepreneurial competence (PEC) was developed by Management System International (MSI) and McBer in 1989. Furthermore, Polinar et al., (2022) state that Management System

International (MSI) and McBer developed the most popular classification of self-entrepreneurial competence (PEC) in the 1980s. It lists 10 self-entrepreneurial competencies: opportunity seeking, persistence, commitment to work contract, demand for quality and efficiency, risk-taking, goal setting, information seeking, systematic planning and monitoring, persuasion and networking, and self-confidence.

1.2.1 Opportunity Seeking

According to Cruz et al., (2023), an entrepreneur not only identifies business opportunities but also acts on these opportunities, such as starting a business. They seize opportunities to secure financing and acquire equipment, land, workspace, or business assistance. Gonzaga (2023) adds that the ability to identify prospects for business ventures and, more importantly, capitalize on these opportunities by creating real businesses is essential. Additionally, seizing opportunities to access financial resources, purchase assets, equipment, data, or information, and even technical skills are part of pursuing opportunities. The entrepreneur's ability to seek opportunities is crucial for achieving success.

1.2.2 Persistence

Persistence involves continuously pursuing something even when others say that you won't succeed or that it's a waste of time and effort. It means standing firm and not giving up, especially when facing challenging times while trying something new or difficult (Leonora & Alusen, 2016). According to Cruz et al., (2023), entrepreneurs don't easily give up when faced with obstacles; they take repeated and varied actions to overcome them. Gonzaga (2023) suggests that entrepreneurs are not quick to despair; instead, they consider various strategies to handle problems to achieve desired outcomes.

1.2.3 Commitment to Work Contract

Commitment is a state where one dedicates a significant amount of time and attention to something because they believe it is right and important. In terms of commitment to work, when someone accepts a job, they must agree to take full responsibility and perform tasks efficiently (Leonora & Alusen, 2016). According to Gonzaga (2023), entrepreneurs are responsible for everything they do. Knowing their skills allows them to recognize their limitations, ultimately aiding in decision-making.

1.2.4 Demand for Quality and Efficiency

The demand for quality and efficiency comes not only from oneself but also from employees and suppliers. This ensures that the entrepreneur delivers quality products and the best services to customers (Leonora & Alusen, 2016). According to Gonzaga (2023), entrepreneurs aim for excellence and quality in all their endeavors. All customers demand quality as a way of life, and businesses that operate efficiently earn the most money. Consistency and dedication to established standards and practices are necessary to develop a mindset of quality and efficiency.

1.2.5 Risk Taking

Taking risks means taking opportunities to do something outside the comfort zone. There are three types of risk-taking behavior: (a) High-risk taking involves taking a risky action without checking the potential outcomes or considering possible losses that may be incurred after the action has been taken. (b) Low risk-taking involves avoiding almost any risk or steering clear of anything difficult or anything that may result in unfavorable or dangerous consequences. (c) Moderate risk-taking involves being cautious in assessing all opportunities before taking on something challenging or something that may yield unfavorable or hazardous results, thereby reducing the likelihood of negative outcomes while fully exploiting positive possibilities (Leonora & Alusen, 2016).

1.2.6 Goal Setting

As a successful individual, an entrepreneur realizes that planning can contribute to the high demands that need to be met. Therefore, they set clear long-term and short-term goals (Cruz et al., 2023). Someone with a high goal-setting ability is genuinely realistic. For them, achievement is everything that keeps their passionate spirit alive (Leonora & Alusen, 2016).

1.2.7 Information Seeking

Seeking information is an action that involves gathering information from relevant sources. Information-seeking means an entrepreneur must always strive to obtain useful information from those connected to them (Leonora & Alusen, 2016). To achieve both long-term and short-term goals, entrepreneurs seek relevant information about customers, suppliers, and competitors, consult experts for business and technical advice, and use contacts or information networks to obtain valuable insights (Cruz et al., 2023). According to Gonzaga (2023), entrepreneurs consistently seek essential information about markets, consumers, suppliers, competitors, and industry experts to enhance their goods and services. To acquire the necessary information, entrepreneurs use various information collection strategies.

1.2.8 Systematic Planning and Monitoring

Effective and systematic planning, including the efficient distribution of tasks. Monitoring all work processes to ensure organization and orderliness, such as keeping all financial records and purchase receipts (Leonora & Alusen, 2016). Moreover, successful entrepreneurs not only plan but also follow the plan systematically, checking whether activities and expected outputs proceed as planned. Planning can prevent errors and anticipate potential issues, enabling the scheduling of activities in advance. Monitoring involves verifying whether everything, including decisions, progresses according to the plan. If any discrepancies arise, either the activities or the plan itself need adjustment (Cruz et al., 2023).

1.2.9 Persuasion and Networking

A persuasive individual who actively establishes personal and business networks around them usually makes a good entrepreneur. Entrepreneurs are natural leaders who can attract the interest of the public towards their way of thinking – financiers, suppliers, information sources, buyers. They build useful contact networks to initiate and grow their businesses (Cruz et al., 2023). According to Gonzaga (2023), entrepreneurs can build personal and professional relationships because they are persuasive individuals. This results from the awareness that additional individuals may be needed to accomplish tasks. Entrepreneurs can motivate others to move in a specific direction or unite by using persuasion.

1.2.10 Self Confidence

Trusting in one's skills and accepting one's imperfections. Self-awareness and confidence in personal abilities facilitate the completion of any task or activity (Leonora & Alusen, 2016). According to Gonzaga (2023), entrepreneurs have confidence in their ability to achieve their goals independently, doing so even when no one else does. Their profound self-awareness gives them the confidence to seize opportunities and make bold choices, as well as the strength and resilience to endure challenging situations.

2. Methodology

2.1 Location of The Study

University Kuala Lumpur Malaysian Spanish Institute was chosen for the study because it is a technical university. This facilitates the researcher's approach to them while conducting this study. The selection of the study location was based on three criteria: (i) cooperation from respondents, (ii) ease of obtaining information, and (iii) relevance to the study information. Furthermore, this educational institution also requires all students to take entrepreneurship courses, and these courses are integrated into the program structure offered here.

2.2 Research Design

The research design chosen for this study is a survey design. A survey study is a popular research design in the field of education due to its ability to collect and analyze data from various sources simultaneously. According to Chua (2021), a survey study encompasses various research methods conducted to gather data from a group of courses. This study uses a quantitative approach within the survey method to provide a detailed explanation of the issues under investigation. The quantitative approach involves collecting numerical data, which is then analyzed using descriptive or inferential statistics. This method allows the researcher to systematically investigate the research questions and provide interpretations based on the obtained data.

2.3 Study Participants

The study population focuses on undergraduate students in technical fields at the University Kuala Lumpur Malaysian Spanish Institute (UniKL MSI). The total number of undergraduate students in technical fields taking entrepreneurship courses, including students from semester 1 to semester 8, is 231 individuals (active

students). Therefore, the population for this study consists of 231 undergraduate students in technical fields. Hence, the sample size for use in this study has been determined by the Krejcie and Morgan (1970) table based on a population of 231. The chosen sample size is 144 students in technical fields at UniKL MSI.

2.4 Instrument

This study chooses a questionnaire as the main instrument to be used in the research to align with the research questions and strive to achieve the study's objectives. The questionnaire form is divided into two sections. Section A of the questionnaire form is provided to collect demographic data from respondents. The demographics include three items: gender, current semester, and whether the respondent is currently or has already taken entrepreneurship courses at the university. In this section, a structured question method is also used, requiring choices based on predefined answers. To achieve the research objectives outlined in the research questions, the researcher applies Section B, which is a questionnaire adapted from Management Systems International (MSI), a consulting firm based in Washington, USA, that identifies Personal Entrepreneurial Competencies (PECs). The study used 50 items from PECs. It emphasizes the 10 constructs of entrepreneurial self-competence.

The respondents are required to answer all questionnaire items in Section B based on a five-point Likert scale. This means that respondents need to choose a statement that closely reflects their own experiences, with options ranging from "never" on scale 1, "rarely" on scale 2, "sometimes" on scale 3, "usually" on scale 4, to "always" on scale 5, as outlined in Table 1.

Table 1 Interpretation of the Likert scale for the questionnaire (Duyan, 2019)

Scale	Scale Interpretation
1	Never
2	Rarely
3	Sometimes
4	Usually
5	Always

2.5 Method of Analysis

This study utilized the Statistical Package for the Social Sciences (SPSS) version 27.0 to process the data. PEC scores were calculated after getting the respondents' scale ratings. The score per PEC trait was computed by adding a constant. It followed the interpretation of PEC scores used in Table 2.

Table 2 Interpretation of PEC scores

PEC Score	PEC Interpretation
19 and above	Strong
16 to 18	Moderate
15 and below	Weak

3. Results and Discussion

3.1 Results

The research question has guided the compilation of the study's findings. Descriptive statistics and inferential statistics were used in this research. The descriptive statistics results are expressed in terms of the mean score for the level of entrepreneurial self-competence among technical field students at the University Kuala Lumpur Malaysian Spanish Institute. Additionally, inferential statistics were utilized to determine whether there are differences in the level of entrepreneurial self-competence between students currently taking entrepreneurship courses and those who have already taken entrepreneurship courses among technical field students at the University Kuala Lumpur Malaysian Spanish Institute and whether there are differences in the level of entrepreneurial self-competence between genders among technical field students at the University Kuala Lumpur Malaysian Spanish Institute. The T-test was employed for statistical inference.

3.1.1 Demographic of Respondents

A total of 144 respondents participated in this survey, according to the findings of the demographic analysis of respondents, which included gender, current semester, and entrepreneurship course. Data on respondent

demographics, including gender, race, programs, and year of study, have been evaluated in this area. The demographic data are included in Table 3.

Table 3 Analysis of respondent demographics

Item	Matter	No	Percentage (%)
Gender	Men	83	57.6
	Women	61	42.4
	Total	144	100
Semester	1	24	16.7
	2	11	7.6
	3	33	22.9
	4	16	11.1
	5	18	12.5
	6	13	9.0
	7	27	18.8
	8	2	1.4
	Total	144	100
Entrepreneurship course	Currently take entrepreneurship course	57	39.6
	Already taken entrepreneurship course	87	60.4
	Total	144	100

3.1.2 Level of self-entrepreneurial competency among technical field students at University Kuala Lumpur Malaysian Spanish Institute

To answer the first research question, a descriptive analysis of the entrepreneurial competency among undergraduate students in the technical field at the University Kuala Lumpur Malaysian Spanish Institute, indicating the mean PEC score and the interpretation of the mean PEC score is represented in the result in table 4.

Table 4 Descriptive analysis of the level of self-entrepreneurial competency

No	Item	Mean Score PEC	Interpretation Score PEC
1	Opportunity seeking	18.44	Moderate
2	Persistence	18.58	Moderate
3	Commitment to work contract	18.25	Moderate
4	Demand for quality and efficiency	17.99	Moderate
5	Risk-taking	18.20	Moderate
6	Goal setting	19.28	Strong
7	Information seeking	19.01	Strong
8	Systematic planning and monitoring	18.90	Moderate
9	Persuasion and networking	18.78	Moderate
10	Self-confidence	18.63	Moderate

3.1.3 T-test value of self-entrepreneurial competency levels between students enrolled in entrepreneurship courses

Inferential analysis was measured through the T-Test and was used to explain the findings of the study to find out if there was a significant difference in self-entrepreneurial competency levels between students currently enrolled in entrepreneurship courses and those who have completed entrepreneurship courses among technical field students at University Kuala Lumpur Malaysian Spanish Institute. The results, refer to Table 5, of the inference analysis will be explained to answer the study's second objective.

Table 5 The difference in the self-entrepreneurial competency levels between students enrolled in entrepreneurship courses

No	Self-entrepreneurial competency	Currently enrolled in entrepreneurship		Completed entrepreneurship		t-test for Equality of Means		
		N	Mean	N	Mean	t	df	Sig. (2-tailed)
1	Opportunity seeking	57	18.19	87	18.60	-1.179	142	0.240
2	Persistence	57	18.51	87	18.63	-0.429	142	0.668
3	Commitment to work contract	57	18.11	87	18.34	-0.601	142	0.549
4	Demand for quality and efficiency	57	17.81	87	18.11	-0.929	142	0.355
5	Risk-taking	57	17.98	87	18.34	-1.013	128.07	0.313
6	Goal setting	57	18.82	87	19.59	-1.943	142	0.054
7	Information seeking	57	18.88	87	19.09	-0.780	135.15	0.437
8	Systematic planning and monitoring	57	18.88	87	18.91	-0.115	142	0.909
9	Persuasion and networking	57	18.65	87	18.86	-0.770	138.57	0.442
10	Self-confidence	57	18.21	87	18.91	-1.982	133.85	0.049

3.1.4 T-test value of self-entrepreneurial competency levels between genders

Inferential analysis was measured through the T-Test and was used to explain the findings of the study to find out if there was a significant difference in self-entrepreneurial competency levels between genders among technical field students at the University Kuala Lumpur Malaysian Spanish Institute. The results, referred to Table 5 of the inference analysis, will be explained to answer the third objective of the study.

Table 6 The difference in the self-entrepreneurial competency levels between genders

No	Self-entrepreneurial competency	Man		Women		t-test for Equality of Means		
		N	Mean	N	Mean	t	df	Sig. (2-tailed)
1	Opportunity seeking	83	18.28	61	18.66	-1.114	142	0.267
2	Persistence	83	18.37	61	18.87	-1.758	142	0.081
3	Commitment to work contract	83	17.92	61	18.70	-2.027	142	0.045
4	Demand for quality and efficiency	83	17.88	61	18.15	-0.816	142	0.416
5	Risk-taking	83	18.00	61	18.48	-1.318	142	0.189
6	Goal setting	83	19.20	61	19.39	-0.480	142	0.632
7	Information seeking	83	18.81	61	19.28	-1.672	142	0.097
8	Systematic planning and monitoring	83	18.84	61	18.97	-0.467	142	0.641
9	Persuasion and networking	83	18.58	61	19.05	-1.632	126.79	0.105
10	Self-confidence	83	18.52	61	18.79	-0.735	142	0.463

3.2 Discussion

3.2.1 Level of self-entrepreneurial competency among technical field students at University Kuala Lumpur Malaysian Spanish Institute

The research findings indicate that technical students at the University Kuala Lumpur Malaysian Spanish Institute possess high competency in goal setting, aligning with studies by Gonzaga (2023), Balasbas (2021), and (Romero & Nalangan, 2023). Balasbas (2021) emphasizes that students tend to have a connection to future thinking, life aspirations, and commitment to weekly and annual goals. This forward-thinking emphasis is also reflected in students' tendencies to contemplate goals in surveys. Information seeking is also recognized as a high skill among technical students. Gonzaga (2023) states that students pay careful attention to obtaining data from reliable sources, and developing crucial skills for entrepreneurial challenges.

Systematic planning and monitoring are at a moderate level, where respondents tend to break down projects into smaller tasks and plan by considering strengths and weaknesses. Buitrago et al. (2022) underscore the importance of systematic planning and monitoring in entrepreneurship. Persuasion and networking show moderate results, with UniKL MSI students inclined to achieve goals and think about solutions that benefit all parties, aligning with the views of (Buitrago et al., 2022). Buitrago et al. (2022) also suggest the need for additional activities to help students develop their networks. Students' self-confidence is at a moderate level, in

contrast to the study by Obregon et al. (2023), which found high levels among technical students. However, the discrepancy may be related to program differences and a larger respondent pool in this study. Persistence is acknowledged at a moderate level, despite results contrary to Gonzaga's (2023) study. Differences may be associated with program content and respondent characteristics. Opportunity-seeking is also at a moderate level, with UniKL MSI students inclined to try new things, aligning with the ongoing importance of seeking opportunities in entrepreneurship (Tejima & Yuliana, 2019). Commitment to work agreements is at a moderate level, contrasting with Romero and Nalangan's (2023) study, which found high levels among business graduates. Differences may be attributed to program variations. Risk-taking is also at a moderate level, with UniKL MSI students tending to weigh opportunities before making decisions, reflecting maturity in decision-making (Gonzaga, 2019). Demand for quality and efficiency is at a moderate level, with acknowledgment of the need for further emphasis on this aspect. Gonzaga (2023) emphasizes consistency and dedication as essential for developing a quality and efficiency mindset.

3.2.2 Self-entrepreneurial competency levels between students enrolled in entrepreneurship courses

The study conducted a t-test analysis to compare the levels of self-entrepreneurial competency between students currently enrolled in entrepreneurship courses and those who have completed such courses among technical students at the University Kuala Lumpur Malaysian Spanish Institute. The results revealed no statistically significant differences between the two groups in various entrepreneurial competencies, including opportunity-seeking, persistence, demand for quality and efficiency, commitment to work contract, risk-taking, goal setting, systematic planning and monitoring, and persuasion and networking.

However, self-confidence was the only construct that showed a significant difference between students currently enrolled in entrepreneurship courses and those who have completed such courses. According to Obregon et al. (2023), this indicates that respondents are self-confident in their ability to execute tasks under any circumstances. The study suggests that students currently enrolled in entrepreneurship courses may undergo direct learning experiences, allowing them to apply theoretical knowledge to entrepreneurial practices. This hands-on experience stimulates the development of self-confidence as students witness positive outcomes from their entrepreneurial efforts.

3.2.3 Self-entrepreneurial competency levels between genders

The study conducted a t-test analysis to examine the differences in self-entrepreneurial competency between genders among technical students at the University Kuala Lumpur Malaysian Spanish Institute. The findings indicated no statistically significant differences between male and female students in various entrepreneurial competencies, including opportunity-seeking, persistence, information seeking, demand for quality and efficiency, risk-taking, goal setting, systematic planning and monitoring, persuasion and networking, and self-confidence. This aligns with the results of Obregon et al. (2023), showing consistent findings across all entrepreneurial competency constructs. Similarly, Nandamuri et al. (2019) found no gender differences in constructs such as information seeking, demand for quality and efficiency, and systematic planning and monitoring, suggesting similar competency levels between both genders in these aspects. Jumamil et al. (2017) highlighted that the demand for quality and efficiency in both male and female students can be associated with self-efficacy, the belief that one controls their destiny, proven to be a strong predictor of entrepreneurial intention. The study concluded that most UniKL MSI students have an interest in entrepreneurship, potentially influenced by the mandatory entrepreneurship courses at the institution.

In contrast, the commitment to work contract showed a significant difference between male and female students, aligning with the findings of Nandamuri et al. (2019) in a management context. This indicates that males and females may have different approaches or attitudes toward commitment to work contract in the entrepreneurial context. Understanding these differences in commitment to work contract provides an opportunity to identify and address issues that may impact entrepreneurial development.

4. Conclusion

The data analysis findings indicate that students at University Kuala Lumpur Malaysian Spanish Institute have a high level of goal setting and information seeking. This suggests that students can plan each action and make informed decisions based on the goals they aim to achieve, as well as being adept at seeking relevant entrepreneurial resources. However, systematic planning and monitoring, persuasion and networking, self-confidence, resilience, opportunity-seeking, commitment to work contracts, risk-taking, and demand for quality and efficiency are at a moderate level. Despite these constructs being at a moderate level, it is emphasized that further attention is needed to strengthen entrepreneurial competencies among students.

Furthermore, the study indicates that seeking opportunities, persistence, demand for quality and efficiency, commitment to work contract, risk taking, goal setting, information seeking, systematic planning and

monitoring, and persuasion and networking show no significant differences between students currently taking entrepreneurship courses and those who have already taken entrepreneurship courses. However, self-confidence shows a significant difference between students currently taking entrepreneurship courses and those who have already taken entrepreneurship courses. The difference in self-confidence among students can be observed through their learning experiences, impacting their confidence in their ability to perform any task, regardless of the circumstances.

In addition, seeking opportunities, persistence, demand for quality and efficiency, risk-taking, goal setting, systematic planning and monitoring, information seeking, persuasion and networking, and self-confidence show no significant differences between men and women. However, commitment to work agreements indicates a significant difference between men and women. This suggests that men and women may have different approaches or attitudes toward commitment to work agreements in the context of entrepreneurship.

In conclusion, introducing self-assessment of entrepreneurial competencies provides students with a clearer understanding of strengths and weaknesses in each competency construct. Efforts to strengthen specific constructs that need improvement should continue to be a focus in entrepreneurial development. Therefore, future researchers should conduct further and continuous investigations to benefit and contribute additional insights to the conducted research. In summary, this study offers a holistic view of the level of entrepreneurial competencies among technical students at UniKL MSI and provides valuable input for entrepreneurship development at the higher education level.

Recommendation

To improve the individual entrepreneurial competency levels of the students, it is needed for students to actively engage in entrepreneurship activities organized to gain valuable experiences. This way, students can generate ideas to add value to themselves, such as aspiring to start small businesses during their academic period. Additionally, students need to fully participate in classroom learning sessions and demonstrate high collaborative spirit during group learning sessions, for example, when working on project papers. This can help students develop entrepreneurial competencies within themselves.

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