



Entrepreneurial Competency Among Students of the Fashion and Apparel Program at Skill Center Malaysia

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ABSTRACT

The field of entrepreneurship is seen as a potential career to overcome the problem of unemployment. Various efforts have been implemented by stakeholders toward producing targeted entrepreneurial graduates. Therefore, this study was conducted to identify entrepreneurial competencies among Clothing Design and Fashion Students at Skill Center (GiatMara) Malaysia. The objective of the study is to identify the level of entrepreneurial competency of students focusing on aspects of cognition, attitude, and motivation. The study design used is a survey method using a quantitative approach using a questionnaire. The questionnaire is used as the main instrument to achieve the goals and objectives of the study. This study involved a total of 230 students who enrolled in the Clothing and Fashion Design program at GiatMara throughout Malaysia. All data obtained from the questionnaire were analyzed using SPSS software version 26.0 to obtain the values of frequency, percentage, mean score, standard deviation, and Pearson correlation test. Overall, the students showed a high competency level in entrepreneurship. There is a significant relationship between students' attitudes, motivations, and cognition. Therefore, this study is expected to provide useful information to the relevant parties in planning and implementing entrepreneurial competencies among students in educational institutions that can help students to have a second choice of their career, which then be able to curb the issue of unemployment among graduates.

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1. INTRODUCTION

Careers in the field of entrepreneurship are growing and becoming a contributing factor to the country's economic growth. This field has become a career of choice for the younger generation, especially in developed countries, besides being seen as one of the alternative careers to overcome the issue of unemployment, especially among graduates (Muhamad, 2019). The field of entrepreneurship provides vast opportunities to be ventured into one of the careers in the future. However, the situation is very different from the situation in Malaysia because this career is still less popular among graduates and youth in Malaysia. The Global Entrepreneurship Monitor (GEM) Statistics Report in 2016 found that Malaysia is still among the countries with the lowest score in choosing entrepreneurship as a career of choice which is only 44.10% compared to countries with the highest and medium scores such as Indonesia (69 %), China (70.3%) and Thailand (77.7%). These statistical data clearly show the decline in interest and desire of Malaysians towards entrepreneurship as a career of choice.

The development of human capital through entrepreneurial activities has been identified as an important factor in supporting the transition of economic sectors to knowledge and innovation-intensive activities (RMK-11). In 2015, the government launched the Malaysia Education Development Plan for Higher Education, 2015-2025 or PPPM-PT which was formulated in line with the aspirations of the Ministry of Education in creating the best higher education system to enable the country to compete in the world economy. It is in line with the Government's goal to produce quality, innovative, and creative human capital to drive the country's economic transformation to a high-income economy and subsequently achieve the status of a developed country as dreamed of by the Malaysian government. The main initiative in the plan proposed by the Ministry of Higher Education is to implement high-impact educational practices by applying entrepreneurial elements across the curriculum and fields of study. Based on the report of the Department of Higher Education in 2017, the development of this new system is not only focused on the normal academic path but emphasizes the Technical and Vocational Training Education (TVET) path to strengthen the marketability of graduates through skills upgrading according to industry demand. Based on the first leap of PPPM-PT, which is to produce holistic, balanced, and entrepreneurial graduates, the Malaysian government is changing society from a government-dependent society to a self-employed society.

One of the main reasons why entrepreneurship is given attention and emphasis by the government is because entrepreneurship is seen as one of the ways to address the issue of unemployment (Hanapi *et al.*, 2017; Nawang *et al.*, 2016; DeJaeghere, & Baxter, 2014). The issue of unemployment among graduates is not new and is a problem for the country and this issue is also considered sensitive nowadays. Unemployment is often associated with an excess supply of labor in the market. This problem has never been stopping for a long time. The fluctuation percentage of unemployment statistics in Malaysia shows that this problem still needs special attention. The unemployment rate statistics in February 2020 increased to 3.3% compared to 3.2% in January 2020. In the past, these unemployment statistics were due to individuals wanting to work but not getting a job. In contrast today, many working people have lost their jobs due to the pandemics that plague the world, and Malaysia is also affected.

Apart from the issue of unemployment among graduates, the failure of graduates to place themselves in the job sector is an attitude of relying on employment and lack of interest in the field of entrepreneurship plunges a person into an uncertain situation (Amiruddin *et al.*, 2017). Issues related to the problem of unemployment among graduates have been the subject of discussion by many researchers and society throughout the ages (Said *et al.*, 2018).

The most individuals especially students are more dependent on others to give them jobs than creating their jobs by making entrepreneurship their career of choice. If a person engages in entrepreneurship, they can not only create jobs for themselves but also provide employment to others who work with them as well as erode the culture of wage eating and unemployment among Malaysians.

Efforts to curb the unemployment rate among graduates are being implemented comprehensively. Educational institutions are advised to emphasize entrepreneurship education to students. As such, GiatMara Malaysia also inculcates entrepreneurship among students. GiatMara is a grassroots training institution established under the companies act and known as GiatMara Sendirian Berhad. The administration of GiatMara is placed under MARA, an agency under the Ministry of Rural Development (KPLB). The establishment of GiatMara aims to provide technical and vocational skills training to youths in rural and urban areas to enable youths to acquire skills in preparation to become skilled workers and technical entrepreneurs to meet the needs of industry and economic activities and entrepreneurship in local districts and countries. One of the training programs provided at GiatMara Malaysia is the Apparel and Fashion Design program. Student competence in apparel and fashion design is about a fashion design apparel program devoted to the skills and knowledge required by professionals in the fashion industry ([Kamis et al., 2014](#)).

The development of entrepreneurial competencies of students of fashion and apparel programs in educational institutions in Malaysia is to prepare them to face challenges in the realities of the world of work after the training period. Therefore, the objective of the research study is to identify entrepreneurial competencies among students of the Apparel and Fashion Design Course at GiatMara Malaysia. Several objectives achieved from this study are to identify students' perceptions of entrepreneurial characteristics; determine students' perceptions of entrepreneurial competence from the aspects of cognitive, attitude, and motivation; and determine a significant relationship between entrepreneurial competencies from the aspects of cognitive, attitude, and motivation.

The scope of the study is to focus on the entrepreneurial competencies of students of the Apparel and Fashion Design Program, in GiatMara Malaysia. It encompasses three dimensions of entrepreneurial competence namely attitude, motivation, and cognitive

2. METHODS

The methodology describes the process of handling and collecting information that serves as a guideline for us to achieve a planned research goal. This part provides a complete emphasis and explanation of the important points in this study including; study design, study population, and sample, study instruments, data collection measures as well as data analysis methods.

2.1 Research Design

The study design is a very important element in every scientific study because if the study design is not appropriate then it will end up with untrue study results and can result in negative effects on other researchers who refer to the study results. Meanwhile, [Hashim et al. \(2016\)](#) concluded that the study design is a planning and structure of the investigation provided to obtain answers to all research questions or as a step or procedure taken to achieve all the objectives of the study. The selection of an accurate and appropriate study design is important and a determinant of the success of the production of an empirical study. The implementation of this study is based on a quantitative approach that uses a survey research design using a questionnaire.

A survey study examines a population by selecting a selected sample from the population to discover the incidence, distribution, and relationships between social and psychological variables. This study was conducted to identify the elements of self-competence of clothing design and fashion students in GiatMara Malaysia. In the meantime, the study also uses random sampling techniques to obtain the data needed to answer the objectives and research questions that have been stated. The rationale for using this design is that it makes it easier for the researchers to obtain the necessary data because the researcher set the study sample, who is students of the Apparel and Fashion Design course at GiatMara Malaysia.

Therefore, several procedures for the distribution and collection of questionnaires have been carefully administered to reduce the problem of obtaining data and analyzing the study data. The use of questionnaire instruments is a time-saving way to collect data in a short period. According to [Hashim *et al.* \(2016\)](#), the data collected and the results of a study will be able to provide information to achieve the objectives of the study that have been set where the method selected based on suitability with the study design, more practical and realistic to obtain feedback from the respondents.

2.2 Population and Sampling

The study population involved students of Apparel and Fashion Design courses at GiatMara Malaysia. There are 21 GiatMara that offered Apparel and Fashion Design courses. However, only 19 colleges were involved in this study, whilst the rest is for the sample of the pilot test where a total of 566 students from 19 GiatMara Malaysia that offer Apparel and Fashion Design Programs have been involved in this study.

The population is in the range of 600 people. Therefore, the required sample size is a total of 234 respondents representing the entire study population. This sample size is sufficient to represent the entire population. Nevertheless, that a sample of between 30 to 500 people is appropriate for a study. Therefore, the researcher decided to select only 234 respondents from all over GiatMara Malaysia who offer Apparel and Fashion Design programs to answer the questionnaire. In the sample set, we used a simple random sampling selection method. The selection of this sampling technique is based on the goal of the study which is to develop an entrepreneurial competency framework for students of the Apparel and fashion design program at GiatMara Malaysia. In addition, other criteria for selecting this sample are to minimize costs, increase the reliability of findings and include elements in the population that are represented by the sample.

2.3 Research Instrument

Research instruments are the process of designing, testing, and using tools or materials for the process of obtaining data. This research uses a questionnaire as the main instrument to obtain the required data. A questionnaire form is a method of collecting data from selected respondents to provide the feedback required for the study. Therefore, this study uses a questionnaire as the main instrument because it takes into account the suitability of the study for the acquisition of data from the respondents. A questionnaire form is also a more practical instrument to obtain feedback from the number of respondents and save time for researchers to conduct research ([Ismail & Kevelighan, 2018](#)). This instrument also facilitates researchers to manage the data collection process as well as the analysis process of research data. The questionnaire was developed concerning previous studies such as [Othman and Ishak \(2011\)](#) and [Ab Rashid *et al.* \(2018\)](#).

For this study, researchers have developed a set of questionnaires given to each respondent to obtain information about the research study. This questionnaire is divided into

three main constructs with five sub-sections. Part A is a question on demographics for the respondents. Each question given requires only one answer that is relevant to the respondent. Part B is the respondents' perception of the field of entrepreneurship. Finally, sections C to sections E are items to identify the level of competence of the respondents involved. The questions in sections B to E are in the form of a Likert scale. The Likert scale is used to measure the level of agreement of respondents. The Likert scale used is ranging from Strongly disagree (1) to strongly agree (5). The Likert scale used in this questionnaire is to facilitate respondents to select answers and it is often used in the questionnaire by previous researchers. Furthermore, it has a very high degree of reliability as stated by [Othman and Ishak \(2011\)](#). Results for reliability statistics have been conducted in determining whether questionnaires are acceptable or need improvement. The results of the pilot test revealed the value of Cronbach's Alpha score for all items is 0.983 which indicates that the items in the questionnaire for this study are very good and eligible to proceed for the real study.

2.4 Data Analysis

In this study, the data analysis obtained from the sample was analyzed using Statistical Package for Social Science (SPSS) version 26.0. This software is used to facilitate data analysis work and to translate data into more detailed and structured information. Therefore, this study used SPSS software to facilitate the analysis process. The descriptive statistics analysis method was used to analyze the data obtained from the questionnaire to get Score mean and Standard Deviation. The analysis of the collected study data was interpreted according to the requirements of the problem and the research question. Quantitative data can be used in descriptive and inferential forms. The data that has been analyzed was interpreted in tabular form so that it looks clearer, interesting, and easy to understand by the reader. To help facilitate the interpretation of the data obtained, **Table 1** shows the interpretation of the mean scores used.

Table 1. Score mean interpretation.

Interpretation	Score Mean
High	3.65-5.00
Neutral	2.34-3.67
Low	1.00-2.33

3. RESULTS AND DISCUSSION

The findings of the study discussed in this section are related to the results of the analysis of the research questions. In general, the discussion involves the demographic data of the respondents, as well as the discussion on entrepreneurial competencies. The findings of the study involved the distribution of frequency, percentage, and mean score as well as standard deviation. The analysis was done using SPSS version 26.0 based on the constructed items in the questionnaire. The analysis performed is a descriptive analysis to identify the attitude, motivation, and cognition of the respondents towards entrepreneurship.

3.1 Respondent Demographics

The respondents involved are among the students majoring in Apparel Design and Fashion at Giatmara Malaysia, which is a total of 230 respondents, who have answered the questionnaire that has been distributed. **Table 2** shows the distribution of the sample that answered the questionnaire by location. In general, there is a good range of number of

students from each location, which is between 10 to 14 students. However, Tawau and Kota Melaka had the least number of students who were involved in this study due to a few circumstances.

Table 2. Distribution of respondents by location.

No	Location	Sample
1.	Padang Terap, Kedah	13
2.	Pendang, Kedah	10
3.	Nibong Tebal, Pulau Pinang	12
4.	Bagan Serai, Perak	11
5.	Beruas, Perak	15
6.	Tanjung Karang, Selangor	10
7.	Kuala Lumpur	11
8.	Rasah, Negeri Sembilan	12
9.	Kota Melaka, Melaka	9
10.	Simpang Empat, Melaka	11
11.	Kuala Nerus, Terengganu	14
12.	Jeli, Kelantan	15
13.	Jengka, Pahang	15
14.	Pekan, Pahang	15
15.	Tawau, Sabah	6
16.	Kinabatangan, Sabah	13
17.	Tuaran, Sabah	14
18.	Kota Samarahan, Sarawak	10
19.	Sibu, Sarawak	14
Total		230

3.1.1 Analysis of respondent's gender

The respondents involved were a total of 230 people who took the Apparel and Fashion Design program at GiatMara Malaysia. Based on the results of the descriptive analysis performed, the number of female respondents is more than male respondents. A total of 224 female respondents represented 97%. However, the data obtained also showed that there were only 6 males representing 3% who chose the Apparel and fashion design program. This is because this field is more synonymous with women which indirectly attracts more female students to venture into this field. Nevertheless, this field is not only chosen by women, but also men are interested in this program. However, the disproportionate number of students where female students exceed 90% of the total number of male students, then demographics based on gender are not suitable for analysis in identifying the differences between female students and male students. This is because the findings will refer to bias towards female students. Based on the data, the majority of respondents are female students. This shows that the field of Apparel design and fashion is more pioneered by women than men. Research conducted by Hashim *et al.* (2009) shows that women who venture into the field of entrepreneurship are from the field of sewing. No male groups were mentioned in the research. However, the field of Apparel design and fashion, especially sewing is pioneered by women, but nowadays men have also begun to venture into the field of fashion and sewing.

In contrast, there is some discrepancy which shows that the business activities of modification (alteration) of Apparel around the Kota Kinabalu Handicraft Market are pioneered by men. There are more than 10 stalls that provided clothing modification services and all of them are owned by men. Therefore, the field of Apparel design and fashion is not only ventured by women, but men are also taking the opportunities available in the field of

sewing. The Apparel and fashion design industry in the future will also be able to contribute to a stronger economic position.

3.1.2 Analysis of the main reasons for choosing entrepreneurship as a career

Based on the results of the descriptive analysis that has been conducted, the majority of respondents stated that they choose entrepreneurship as a career due to interest. The number and percentage of respondents by main reason for choosing a career in entrepreneurship is shown in **Table 3**. From the table, it can be seen that the majority of students with a total of 141 respondents (61%) stated that they would venture into the field of entrepreneurship as a career due to interest. Meanwhile, 80 students (35%) chose the field of entrepreneurship because the field of entrepreneurship is a good career. Only 6 students (3%) stated that the main reason they chose entrepreneurship due to the lack of employment opportunities in the field of Apparel design and fashion. Finally, the respondents who stated that the main reason they chose the field of entrepreneurship due to difficulties in getting a job in this field is only 3 students (1%).

Table 3. The main reason for choosing entrepreneurship as a career.

Statement	Total (person)	Percentage (%)
Interest	141	61
Good career	80	35
Lack of job opportunities in the field of clothing design and fashion	6	3
Difficulty getting a job in the field of clothing design and fashion	3	1
Total	230	100

The majority of students responded that interest was their main reason to venture into entrepreneurship. Interest is one of the factors that motivate individuals to do something and the tendency or desire for something. With interest, students will be more focused in their efforts to accomplish something. Interest will go hand in hand with the attitude to succeed in something in obtaining excellent results. If interests and attitudes cannot be instilled in an individual, all efforts will be in vain. In the meantime, motivation also contributes to forming an interest in venturing into the field of entrepreneurship. The help and opportunities in the field of entrepreneurship, students will be more interested in venturing into this field.

Apart from interest, respondents also stated that they selection of entrepreneurship as a career because this field is a good career for their views. It can be seen from the research conducted by [Ismail et al. \(2021\)](#) that the selection process for a future career starts from the individual's desire while still in the childhood phase and develops with dreams up to adolescence and is realized in adulthood. The formation of desire to choose a career as an entrepreneur can be nurtured since childhood by providing exposure to the world of entrepreneurship. Application from the beginning is important for the development of that desire and it is not limited to a career to be an entrepreneur but to other careers as well. Therefore, the measures taken by the Ministry of Higher Education in strengthening the field of entrepreneurship in every higher education institution by developing the IPT Entrepreneurship Action Plan 2021 - 2025 is a strategic step.

3.2 Students' Perceptions of Entrepreneurial Characteristics

The questionnaire distributed by the researcher to the respondents has seven (7) items related to students' perceptions of the characteristics of entrepreneurship in section B. All of them were analyzed to obtain the mean score and standard deviation. **Table 4** presents the

detailed data for this section. From the table, the highest mean score is 4.33 with a standard deviation of 0.643 for item B1 related to exploring business opportunities. This indicates that this item has the highest level of propensity among the students of the Apparel and fashion design program.

Item B6 is the second highest item with a mean score value of 4.31 with a standard deviation of 0.691. This item clearly states that respondents strongly agree that drafting a business plan is one of the scopes of the field of entrepreneurship. This is because a business plan is a guide and direction for a developed business. It is a document that is used as a guide by entrepreneurs in managing their businesses or enterprises.

Items B2, B5, and B7 score the same mean which is 4.23. These three items prove that respondents strongly agree that generating ideas through products, building career path alternatives, and gaining exposure to marketing opportunities are things that an entrepreneur must have to venture into entrepreneurship. This is because a business or enterprise developed by an entrepreneur is an alternative to a career path for him to have a source of income. In the meantime, having an idea to generate a product and marketing activities are two interrelated activities. Marketing needs to be done so that the product generated is known by the public.

Table 4. Students' perceptions of entrepreneurship.

No.	Statement	Mean Score	Std. Dev	Interpretation
B1.	Exploring business opportunities	4.33	.643	High
B2.	Generate ideas through products	4.23	.648	High
B3.	Generating ideas through service	4.16	.684	High
B4.	Establish business networks with other entrepreneurs	4.13	.718	High
B5.	Build alternative career paths	4.23	.697	High
B6.	Draw up a business plan	4.31	.691	High
B7.	Gain exposure to marketing opportunities	4.23	.678	High
Total		4.23		High

Meanwhile, item B4 recorded the lowest mean score value of 4.13 and the standard deviation was 0.718. However, this item still recorded a high level where respondents felt that the field of entrepreneurship needs to create business networks with other entrepreneurs. However, the overall results of the study have obtained a mean score of 4.23 is at a high level.

Based on the results of research on the perceptions of Apparel design and fashion students in Giatmara Malaysia, the majority of students stated that this field of entrepreneurship is the exploration of opportunities in the field of business. In research conducted by [Rozali et al. \(2017\)](#), the exploration of opportunities in business is essential for an individual to become an entrepreneur. It can help the individual in achieving the opportunities available in this field to be more advanced and excellent. Not just being in the same phase for a long period. In the meantime, [Hashim et al. \(2009\)](#) stated that the onset of this perception develops the individual self to be ready for the entrepreneurial career field of their choice.

In addition, the perception of students also put drafting a business plan is what they need to implement in the field of entrepreneurship. Based on the research findings by [Arasti et al. \(2012\)](#) business plan is one of the main things that need to be prepared by individuals in the field of entrepreneurship. The business plan encompasses every process that will be

implemented by the business owner in preparing the organization and in this way also the entrepreneurs can predict well the opportunities and challenges that they will have to face in the future (Chwolka and Raith, 2012). It can be concluded that individuals who want to venture into business need to have a complete business plan as their guide for the duration of their business development to survive for a long period. Every challenge and opportunity that is and will be faced needs to be addressed well. Strengthening business planning can help an entrepreneur face every obstacle and challenge that will arise.

3.3 Analysis of Students' Perceptions of Entrepreneurial Competencies

This section presents the analysis of items that have been developed to assess entrepreneurial competency which is divided into three sub-sections; attitude competence, motivation competence, and cognitive competence. All were analyzed using mean scores and standard deviations that are explained in detail in the following sub-sections.

3.3.1 Analysis of Attitude Competence Towards Entrepreneurship

Based on the summary of the results of the analysis of attitudes in entrepreneurial competencies that have been implemented as shown in **Table 5**, the highest mean score value is for item C8 with 4.57 and a standard deviation of 0.570 which states "I feel entrepreneurship is very important".

Table 5. Attitude competence toward entrepreneurship.

No.	Statement	Mean Score	Std. Dev	Interpretation
C1.	I am willing to do anything to be an entrepreneur	4.41	.611	High
C2.	I have a goal to become a professional entrepreneur	4.33	.695	High
C3.	I am determined to have my own company	4.46	.664	High
C4.	I am determined to create a company in the future	4.43	.707	High
C5.	I have been thinking seriously about starting a company	4.07	.738	High
C6.	I have the determination to start a company one day	4.42	.661	High
C7.	I have very serious thoughts about starting a company	4.11	.766	High
C8.	I feel the subject of entrepreneurship is very important	4.57	.570	High
C9.	I want to be a boss/leader in my organization	4.44	.682	High
C10.	I will start a business in the next five years	3.85	.879	High
C11.	I will start a business in the next 10 years	3.56	1.087	Neutral
C12.	I will try to do anything to start my own business	4.44	.579	High
C13.	I would rather be an entrepreneur than work for a living in a company	4.24	.805	High
C14.	I would choose "entrepreneur" as my main career choice	4.31	.745	High
C15.	I often hang out with entrepreneurs	3.57	.902	Neutral
C16.	I often read books/magazines related to business	3.52	.855	Neutral
C17.	I often surf the internet looking for business opportunities	3.86	.852	High
C18.	I am interested in venturing into business	4.25	.744	High
C19.	I regularly participate in entrepreneurship workshops organized by the institution	3.80	.876	High
C20.	I regularly attend entrepreneurship seminars/courses organized by institutions	3.82	.847	High
Total		4.12	-	High

Respondents stated that the subject of entrepreneurship is very important if respondents choose the field of entrepreneurship as a career. While for the second highest mean score is on item C3 with a mean value of 4.46 and a standard deviation of 0.664 which states that "I am determined to have my own company". Respondents had a desire to have their own company. The third highest mean score value is owned by two items, namely item C9 and item C12. Item C9 obtained a mean score value of 4.44 with a standard deviation of 0.682 stating that "I want to be a boss/leader in my organization". While item C12 obtained a mean score value of 4.44 with a standard deviation of 0.579 which states "I will try to do anything to start my own business".

Meanwhile, the item that recorded the lowest mean score value is C16 which was 3.52 with a standard deviation of 0.855 which stated "I often read books/magazines related to business". However, overall, the average value of the mean score obtained for the student attitude is 4.12, which is at a high level, which shows that students have a good attitude towards entrepreneurship. **Table 6** presents the findings for this section.

Table 6. Motivational competence analysis towards entrepreneurship.

No.	Statement	Mean Score	Std. Dev	Interpretation
D1.	Build a business site with the best methods	4.25	.670	High
D2.	Identify the types of businesses that are well-received by the community	4.40	.588	High
D3.	Get training to improve communication with customers	4.43	.655	High
D4.	Produce creative social media designs	4.38	.681	High
D5.	Obtain information about the organizational structure of the business	4.32	.667	High
D6.	Master the basics of business planning	4.30	.686	High
D7.	Apply theory principles and practical exercises	4.32	.680	High
D8.	Better income generation	4.43	.628	High
D9.	Choosing a better career path	4.52	.611	High
D10.	Manage working hours more regularly/ flexibly	4.54	.557	High
Total		4.39	-	High

Based on the findings on the attitude of the students, they have a high attitude towards the field of entrepreneurship. The stated attitude is in line with the need for an individual to venture into the field of entrepreneurship. This attitude needs to be developed in the students so that they are prepared to face challenges in the field they are involved in. Shaping oneself to be a successful entrepreneur requires research in terms of a positive attitude and not easy to give up. Attitude is a measure of effectiveness in a work process and determines the results obtained whether positive or negative. research conducted by Nasir and Hamzah (2014), stated that students who have an attitude of always wanting to learn new things, have high motivation, ready to learn, and be positive will succeed in mastering the target and vice versa. Attitude is a direct factor that impacts the level of achievement of the efforts made by an individual in what is implemented. Thus, the attitude of individuals will determine the success they seek.

3.3.2 Analysis of Motivational Competence Towards Entrepreneurship

A total of 10 items have been developed to assess the level of motivation of respondents in the measurement of entrepreneurial competence. **Table 6** presents the findings for this section. The results of the study found that the highest mean score value is on item D10 which obtained a mean score value of 4.54 with a standard deviation of 0.557 which states

"Managing working hours more orderly/ flexible". Respondents' level of motivation towards entrepreneurial competence is related to time.

The second highest mean score value is on item D9 obtained a mean score value of 4.52 with a standard deviation of 0.611. Respondents stated their motivation towards entrepreneurship was due to better career choices for the future. Meanwhile, the third highest mean score value is found in items D3 and D8. Item D3 obtained a mean score value of 4.43 with a standard deviation of 0.655 which was related to obtaining training to improve communication with customers. While item D8 obtained a mean score value of 4.43 with a standard deviation of 0.628 which states "Better income generation".

The lowest mean score value is 4.25 with a standard deviation of 0.670 which is on item D1 which states "Build a business site with the best method". However, the average value of the overall mean score for the level of motivation is 4.39 which is at a high level.

The results of the research conducted show that the motivation of the students is at a high level. In research conducted by [Wahab et al. \(2017\)](#) stated that motivation is to drive latent intentions and give energy to an entrepreneur to achieve the success of a developed firm. The purpose of an individual to venture into the field of entrepreneurship is due to achieve and fulfill the needs they dream of in their life and is centered on the effort to continue to maintain what they earn to continue to grow ([Wahab et al., 2017](#)). The efforts developed need to be defended especially when faced with challenges and obstacles in implementation. The research conducted by [Muhamad \(2019\)](#), also stated the importance of motivation in an entrepreneur. Self-motivation comes from various factors such as earning a more lucrative income, marketing aspects, and self-history. So, there must be motivation in an entrepreneur to move forward.

3.3.3 Analysis of Cognitive Competence Towards Entrepreneurship

A total of 29 items were constructed to assess the cognitive respondents of entrepreneurial competence displayed in **Table 7**. Based on **Table 7**, it can be seen that the highest mean score value is on item E4 with a mean score of 4.64 and a standard deviation of 0.533. Respondents stated that they can use social media for their business dealings. For the value of the second highest mean score is on item E20 obtained a mean score of 4.63 with a standard deviation of 0.551 which states "Entrepreneurship requires capital". Every start-up of a business requires an allocation of capital. Respondents are aware that capital is required to start a business or enterprise. While for the third highest mean score value is on item E9 obtained a mean score of 4.58 with a standard deviation of 0.599 which states "Perform work within the specified period". Punctuality is important for an entrepreneur. The lowest mean score value is on item E5 obtained a mean score of 4.20 with a standard deviation of 0.786 which states "Applying effective marketing methods in writing (Email, Poster)". Respondents argued that written marketing methods were more effective. However, the average value of the overall mean score for the level of motivation is 4.47 which is at a high level.

Cognitive characteristics in the field of entrepreneurship are also taken into account in this research. The results obtained show that the cognitive characteristics of the students are at a high level. It cannot be denied that knowledge of this field of entrepreneurship is extensive. The cognitive importance in the field of entrepreneurship is to explain how entrepreneurial thinking and behavior in growing and building their business. The career choice to become an entrepreneur is also driven by cognitive processes involving experience, beliefs, and attitudes. Cognitive processes will shape an individual's thinking to accomplish something. Meanwhile, the quality of an entrepreneur's spiritual and mental is found in the cognitive aspect. Such research shows that the probability of students venturing into the field of entrepreneurship

after graduation is very high (Hashim et al., 2016). In addition, Hashim et al. (2016) also stressed that given emphasis and exposure to the field of entrepreneurship and business as a whole will drive the selection of entrepreneurship as a career.

Table 7. Cognitive competence analysis of entrepreneurship.

No.	Statement	Mean Score	Std. Dev	Interpretation
E1.	Use e-commerce services for promotion and sales	4.30	0.695	High
E2.	Recognize the potential of digital business through an assessment of the latest markets	4.41	0.619	High
E3.	Build a website for business use	4.41	0.660	High
E4.	Using social media (Facebook, Instagram, etc	4.64	0.533	High
E5.	Apply effective marketing methods in writing (Email, Poster)	4.20	0.786	High
E6.	Schedule work in order of priority	4.43	0.621	High
E7.	Meet the deadline as set by the customer	4.44	0.650	High
E8.	Perform work promptly	4.57	0.607	High
E9.	Perform work within the stipulated period	4.58	0.599	High
E10.	Avoid wasting time on trivial things	4.54	0.595	High
E11.	Provide a weekly workflow plan	4.47	0.617	High
E12.	Prepare a financial plan	4.54	0.645	High
E13.	Prepare a business operation plan	4.53	0.610	High
E14.	Prepare a marketing plan	4.51	0.611	High
E15.	Provide business supporting documents	4.48	0.632	High
E16.	Determining customer needs	4.47	0.645	High
E17.	Provides budget rounds	4.39	0.643	High
E18.	Control stock and inventory	4.44	0.629	High
E19.	Analyze competitors	4.37	0.711	High
E20.	Entrepreneurship requires capital	4.63	0.551	High
E21.	Produce a business plan (business plan) as a guideline for running a business	4.54	0.588	High
E22.	Produce a business plan to submit business ideas	4.54	0.588	High
E23.	Choosing a prospective supplier	4.43	0.628	High
E24.	Determining customer needs	4.42	0.687	High
E25.	Conduct market research	4.47	0.596	High
E26.	Determine the strengths and weaknesses of competitors	4.27	0.791	High
E27.	Manage business documents well	4.55	0.564	High
E28.	Know the business registration procedure	4.51	0.632	High
E29.	Know the types of business ownership that can be done in Malaysia	4.53	0.638	High
Total		4.47	-	High

4. CONCLUSION

Overall, this chapter presents the findings of the study that have been obtained from the respondents through the questionnaire forms that have been distributed. The results of the research showed that a total of 230 respondents provided feedback on the questionnaire. Based on that number, the majority are female respondents. Meanwhile, the majority of respondents stated that they chose entrepreneurship as a future career due to interest. In the mean score analysis, the level of entrepreneurial competence of the students which includes the attitude, motivation, and cognition of the students was at a high level. Students

have a high level of entrepreneurial competence indicating that they have self-efficacy in the field of entrepreneurship. These students should be given opportunities and space to continue to thrive in the field of entrepreneurship in the future. If not given attention, the formation of students' attitudes, motivations, and cognition toward the field of entrepreneurship will not grow. In addition, students applied to entrepreneurship education will form a relationship between attitude and cognition to venture into the field of entrepreneurship. As such, students should be exposed to the real challenges and risks of the field of entrepreneurship. Not just learning theoretically in the classroom.

After obtaining the findings of the study that has been analyzed, the students of the Apparel and Fashion Design program at GiatMara Malaysia have a high level of entrepreneurial competence. The main issue discussed was the unemployment of graduates in Malaysia. Factors of difficulty in getting a job after graduation among graduates that contribute to the unemployment rate in Malaysia. The graduates have advantages in their fields. Based on these factors, in recent decades, academics as well as policymakers have placed entrepreneurship as an important focus. If we look at studies that involve entrepreneurship, most of them will touch on the issue of unemployment among graduates in particular and individuals who are still unemployed in the long run. The emphasis on entrepreneurship is to produce entrepreneurs who can open more job opportunities no matter in any sector. It will help in reducing the unemployment rate in the future. Students' thinking should be applied to become a "job creator" and not just to be a "job seeker". In addition, all parties also need to work together to strive to achieve the goal of making entrepreneurship the main career choice by graduates and realize the country's aspirations in making Malaysia an entrepreneurial country by 2030. Therefore, it is hoped that the findings and recommendations presented in this study can provide useful input and contributions to the parties involved.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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