

Shaping Career Paths: The Impact of Higher Education Students' Entrepreneurial Interest and Drive

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Abstract

In Malaysia, job market was rapidly evolving. Entrepreneurship has become an increasingly attractive career option, especially for students in higher education institutions (IPTs) in Malaysia. This study aims to explore the relationship between entrepreneurial interest and spirit that impact on the career choice among IPT students in Malaysia. The research involved a survey of 385 students using a quantitative approach in form of survey to explore the relationship between entrepreneurial interest and spirit, and how these factors influenced the students career decisions. Data was analyzed descriptively and inferentially. Based on the study findings, both of entrepreneurial interest and entrepreneurial spirit toward career choice is high and positive. The study highlighted the importance of fostering entrepreneurial education within university students to enhance the interest and spirit towards the challenges and opportunities of entrepreneurship as a career. The results offer valuable insights for educators and ventures organizations by aiming to enhance the entrepreneurial among graduates in Malaysia.

Keywords: Entrepreneurship, Entrepreneurial Interest, Entrepreneurial Spirit, Career Choice, University Students

Introduction

Entrepreneurial sector has been increasing especially among university students and have make a huge different in unemployment issues among fresh graduates. As student starting their own business so that means they are ready to create a job opportunity to other while reducing unemployment at the same time (Hamiruzzaman et. al, 2020). As stated by Wasim et. al, (2023), Higher Education Institutions (IPTs) students have increasingly considering entrepreneurship as one of their career options that can be influenced by both internal and external factor. Entrepreneurial interest and spirit among IPT students are important as it can drive them to choose their career while contributing to the economy.

In Malaysia, the entrepreneurial education is incorporated into the National Higher Education Action Plan as an initiative to promote innovation and make change in the economy to create

new wealth and generation of job opportunities (Usman & Din, 2019; Kamaruddin, Othman, Hassan, & Wan, 2017). These can make students have some entrepreneurial skills and tend to grow their entrepreneurial spirit that can help them to make entrepreneurship as a career. The program from universities can influence students career choices and make students more effective and have a higher potential in making themselves as entrepreneur.

Becoming an entrepreneur means putting one's profession and financial stability at risk, investing time and money in a risky work, and securing funding, raw materials, production sites, and competent employees (Seth, 2024). The parental environment is the most important component in shaping a child's entrepreneurial views. An entrepreneurial mentality is a combination of education, personal initiative, and an open-minded disposition (Rosado-Cubero et. al, 2022). In order to help student entrepreneurs, develop appropriate values and cognitive systems, improve their perceptions of innovation, and continuously integrate and accumulate new knowledge to shape their innovative ability and personality, entrepreneurship education thus offers comprehensive learning management (Wei et. al, 2019).

This study aims to explore the relationship between entrepreneurial interest and spirit that impact on the career choice among IPT students in Malaysia. This research seeks to contribute a comprehensive understanding of the factors that will help students toward entrepreneurship.

Problem Statement

Nowadays, job market was rapidly evolving. The unemployment among graduates is increasing due to challenging in economic environment in Malaysia (Azilah et. al, 2021). As mentioned by Bazkiaei et. al, (2020), within various opportunity in employment choices in Malaysia, requirement for entrepreneurship should be considered as an achievable career option. Due to job opportunities growth not stable with the jobs demand (Shahzad et. al, 2021), so making entrepreneurship as an alternative career will help to reducing unemployment among graduates.

Meanwhile, entrepreneurship educations help to build student entrepreneurial interest and enthusiasm and crucial within higher education (Mujanah et. al, 2023). In Malaysia, entrepreneurial education is one of the subjects that compulsory of management courses offered in the higher educational institutions especially in public universities (Bazkiaei et al., 2020; Rahim et al., 2015; Yusoff et al., 2015). Wardana et al, (2020) stated that entrepreneurship education in higher education could allow student to gain the real business experience together with practical in entrepreneurial education through a proper teaching approach. Entrepreneurial education can encourage students being innovative and proactive to obtain the entrepreneurial ability and entrepreneurial actions (Yijun Lv et al, 2021).

This study aims to fill this gap by exploring if the entrepreneurial interest and spirit among IPT students give an impact on career choices. The research seeks to show the universities in supporting students to improve their entrepreneurial aspire.

Literature Review*Entrepreneurial Interest and Career Choices*

The key element in indicating a student's decision to pursue entrepreneurship as a profession is their enthusiasm in the field. Various educational and environmental factors can be influenced by the entrepreneurial interest. According to research by Pauzi et al. (2023), students who have completed entrepreneurship courses or had prior entrepreneurial experience are more likely to have a good attitude towards entrepreneurship and show a higher interest in establishing their own businesses. The goal of this study is to evaluate students' understanding and acceptance of topics linked to entrepreneurship in relation to their personal entrepreneurial interests and characteristics. The study found a moderately favorable correlation between respondents' personal interest in or characteristics related to entrepreneurship and their level of agreement with it.

Furthermore, Hua et al. (2022) found a notable positive link between entrepreneurship and the three characteristics of entrepreneurial activity in higher education. The study investigated the extent to which each of the three categories of entrepreneurial activities had an effect on college students' entrepreneurial abilities and found a significant positive relationship between university entrepreneurial activities and university students' entrepreneurial ability.

According to Hartika (2023), effective programs have the power to influence students' perspectives on entrepreneurship and offer them the self-assurance and competencies required to cultivate a strong sense of entrepreneurial intention. According to this survey, the majority of students had a low to moderate interest in entrepreneurship before the training program. But after participating in the training program, students' interest in entrepreneurship increased dramatically with the majority expressing a strong desire to pursue entrepreneurial enterprises.

Entrepreneurial Spirit and Career Choices

Being successful in entrepreneurship by showing entrepreneurial spirit characteristic as creativity, resilience and risk-taking is necessary. According to research by Gubik (2021), the possibility of having an entrepreneurial career concept increases with favorable entrepreneurial attitudes, a supportive setting, increased self-confidence, and an entrepreneurial academic culture. The majority of students think that entrepreneurship requires the capacity for independent study (Li & Chen, 2022). Students are more likely to plan an entrepreneurial career if they have a positive entrepreneurial mentality (Gubik, 2021). According to the study, students are more likely to dream

about starting their own company after working for a few years as employees. Li and Chen (2022) also mentioned that college students who have particular entrepreneurial principles require proper technique and worldview in order to put those values into practical reality. According to a different study by Shamsuddin et al. (2018), accounting graduates should have no difficulty being successful and innovative in their entrepreneurial pursuits if they are equipped with the right knowledge, motivation, ideas, and chances. According to the research, the majority of UNITEN accounting students expect to be involved in businesses, even though they are aware that becoming an entrepreneur may include difficulties and

barriers. The majority also indicate that they have a moderate to high level of intention to become entrepreneurs in the future.

The Influence of Entrepreneurial Education on Career Choices

Entrepreneurial education is the main role in helping students develop their skills and knowledge to choose a successful career in entrepreneurship. According to Anuar et al. (2022), students' level of dedication to entrepreneurship is increased by entrepreneurship education. Based on their research, the majority of informants believed that market sensitivity is essential in entrepreneurship education for students, that entrepreneurship skills were crucial in entrepreneurship education for students, and that entrepreneurship thinking was clearly important in entrepreneurship education for students.

In the meanwhile, students may find inspiration and motivation to start their own businesses in the traits of successful entrepreneurs' entrepreneurial behavior (Boldureanu et al., 2022). According to Boldureanu et al. (2023), students who were previously uninterested in entrepreneurship showed an improvement in their intention after being exposed to successful business models. Next, Wasim et al. (2024) point out that the variety of an entrepreneur's social network has a significant impact on entrepreneurial learning. In accordance to research by Wasim et al. (2024), students should be encouraged to interact with local entrepreneurial communities in order to expand their professional networks and be exposed to real-world situations.

Objective of the Study

The objectives of this study are

1. To find out the level of entrepreneurial interest among IPT students.
2. To find out the level of entrepreneurial spirit among IPT students.
3. To measure the level of career choices among IPT students.
4. To explore the relationship between entrepreneurial interest and entrepreneurial spirit and how its effects IPT students in making a career choice.

Conceptual Framework

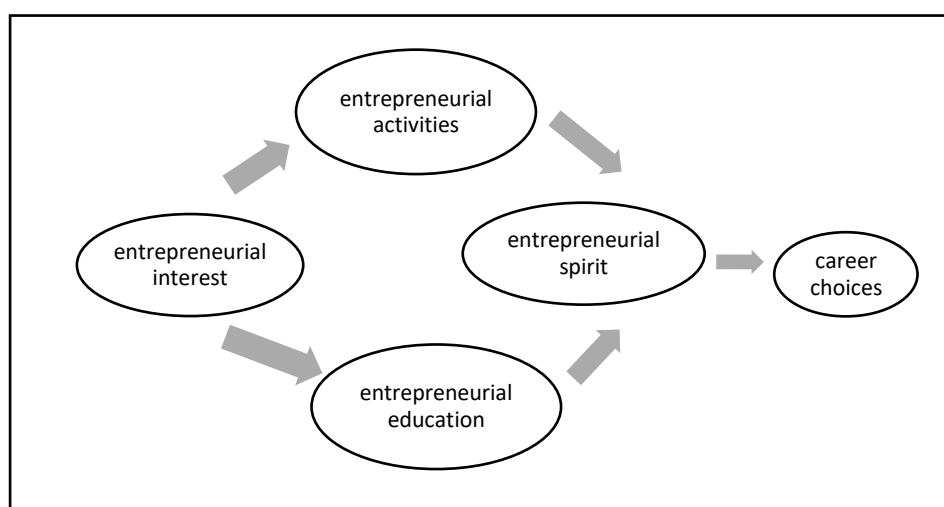


Figure 1: Conceptual Framework of Influence of Entrepreneurial Interest and Spirit on Career Choices

Figure 1 is the conceptual framework of this study which shows the relationship between entrepreneurial interest and entrepreneurial spirit towards career choices among IPT students whether it will be attracted by entrepreneurial activities or entrepreneurial education. This model was adapted and upgraded by researcher from Francesco Calza et. al (2020) in research title: "How do cultural values influence entrepreneurial behavior of nations? A behavioral reasoning approach". This diagram was focusing on the fourth objectives of this study that to investigate the relationship between entrepreneurial interest and entrepreneurial spirit and how it affects IPT students in making a career choice.

Objective 4: To investigate the relationship between entrepreneurial interest and entrepreneurial spirit on how that will affect career choices

It is necessary to understand how entrepreneurial spirit and interest affect career choices to develop educational and activities provided that are effective in entrepreneur. The interaction between both components and how it will influence students' choices to pursue entrepreneurship is reviewed in this conceptual framework. While entrepreneurial spirit includes qualities such as creativity, risk-taking, and determination while entrepreneurial interest is a path to connect within entrepreneurial activity. Understanding the connection between these variables and career choices could help university students make better choices regarding how to motivate careers as entrepreneurs.

The entrepreneurial spirit, that is defined by the traits such as risk-taking, creative thinking, and courage has big impact on career choices. Entrepreneurial passion may boost the valuable traits of entrepreneurial resilience and confidence as well as cause entrepreneurs' psychological capital to accumulate (Hu et al., 2022). While they are able to overcome difficulties to develop all of possibilities, students with an entrepreneurial passion are more inclined to pursue careers in entrepreneurship. Furthermore, Pham et. al, (2023) suggests that in order for students to experience the required sense of excitement and accomplishment, institutions should encourage them to have greater entrepreneurial desires. This emphasizes how important it is to develop entrepreneurial traits as a way to motivate students toward desirable careers in entrepreneurship.

The diagram in figure 1 shows two circles that might be contribute with entrepreneurial interest and spirit of entrepreneurial that lead to career choice among students. Interest can be developed by entrepreneurial activities to boost up the entrepreneurial spirit among students in making career choice. While interest also can be shown through entrepreneurial education and makes student have high spirit on making choice of their career. The research goal in this study is to know if the entrepreneurial interest and spirit influence IPT students in making the career choices by creating a job not only just applying a job due to high demand of job market nowadays.

Methodology

Research Design and Sampling

A quantitative approach employing a survey was utilized to investigate the influence of entrepreneurial interest and spirit on career choices among higher education students. This method was chosen for its efficiency in data collection and its suitability for examining the relationship between entrepreneurial interest, spirit, and career decisions post-graduation.

This random sampling technique approach was deemed highly appropriate as it facilitates rapid data collection (Mokhlis, 2021; Chua, 2014).

The study included 385 participants drawn from a population of 295,962 higher education students in Malaysia. The sample size was determined using the table provided by Mark, Philip, and Adrian (2009), a simple random sampling technique was applied to ensure each student had an equal chance of selection, thereby enhancing the representativeness of the sample. The participants were selected from various universities across the country to ensure a diverse range of perspectives. Data were collected using Google Forms, the online platform that facilitates easy distribution and various of responses, especially given the time constraints and geographic dispersion of the respondents.

Data Collection Method

A structured questionnaire was employed to gather data. The instrument comprised four sections: demographics, entrepreneurial interest, entrepreneurial spirit, and career choice. The survey contained a mix of closed-ended and open-ended questions to capture a comprehensive understanding of the students' attitudes and intentions. Section A focused on demographic information, including gender, age, ethnicity, educational background, and current field of study. This information was crucial for profiling the respondents and identifying any potential correlations with entrepreneurial interest and spirit.

Section B evaluated entrepreneurial interest by assessing five indicators: communication skills, reading habits, participation in entrepreneurial activities, acquisition of entrepreneurial knowledge, and involvement in entrepreneurial events. Section C measured entrepreneurial spirit through seven items that encompassed confidence, self-esteem, family support, and personal trust in relation to entrepreneurial pursuits while section D about career choice with seven items that evaluated the impact of participation in entrepreneurial programs on students' decisions to pursue entrepreneurship.

All sections, except for the demographic section, utilized a five-point Likert scale to quantify responses, evaluating from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was validated by experts to ensure its reliability and validity prior to administration.

Method of Data Analysis

The demographic data were analyzed descriptively using the Statistical Package for the Social Sciences (SPSS) version 29. Measures of central tendency, such as mean and standard deviation, were computed to understand the respondents' backgrounds. Inferential analysis employed Pearson correlation (r) to assess the relationships between entrepreneurial interest, spirit, and career choices.

In this study, Pearson correlation, r is used to find out the relationship between variables, specifically the impact of entrepreneurial interest and spirit on career choices among higher education students. The significance level for Pearson correlation was set at $p < 0.05$. Pearson correlation analysis was used to examine how entrepreneurial interest and spirit influence career choices, with the strength of relationships interpreted based on the coefficient value.

Research Findings

This study aimed to explore the relationship between entrepreneurial interest and spirit that affect career choices among higher education students. The findings are meant to help address high unemployment rates among fresh graduates and increase entrepreneurial awareness among students. Data were analyzed using SPSS version 29, with both descriptive and inferential statistics applied to answer the research questions. The results offer insights that could assist in reducing unemployment and enhancing entrepreneurial education.

Respondents' Demographic

In this study, respondents' demographics were assessed based on gender, age, ethnicity, educational level, and involvement in entrepreneurship to provide a comprehensive analysis of their backgrounds.

Table 1 Presents The Demographic Distribution and Profile of the Respondents. A Total of 385 Participants were Involved in the Study

Table 1

Respondents Demographics Distribution

Demographic Factor	Category	Frequency	Percentage (%)
Gender	Female	237	61.6
	Male	148	38.4
Age	19-23 years	40	10.4
	24-28 years	239	62.1
	29-33 years	86	22.3
	34 years and above	20	5.2
Ethnicity	Malay	318	82.6
	Chinese	34	8.8
	Indian	17	4.4
	Other	16	4.2
Educational Level	Degree	226	58.7
	Diploma	102	26.5
	Master	18	4.7
	Sijil Kemahiran Malaysia (SKM)	39	10.1
Entrepreneurial involvement	Yes	282	73.2
	No	103	26.8

As shown in Table 1, the majority of respondents were female, with 237 females (61.6%) compared to 148 males (38.4%). This indicates a higher population of female students, suggesting that women may be more successful in entrepreneurship due to qualities such as attention to detail and decision-making courage.

Regarding age, the largest group of respondents was between 24 and 28 years old, with 239 participants (62.1%). This was followed by those aged 29 to 33 years (86 respondents, 22.3%), 19 to 23 years (40 respondents, 10.4%), and those aged 34 and above (20 respondents, 5.2%). This age distribution highlights that most participants are in the age range typically associated with full-time study in degree and diploma programs.

Ethnically, the majority of respondents were Malay (318 respondents, 82.6%), followed by Chinese (34 respondents, 8.8%), Indian (17 respondents, 4.4%), and other ethnic groups (16 respondents, 4.2%). This suggests that Malay students are the predominant group pursuing higher education, with other ethnicities represented in smaller numbers.

The highest level of study among respondents was undergraduate degrees (226 respondents, 58.7%), followed by diplomas (102 respondents, 26.5%). There were 18 respondents with master's degrees and 39 with Malaysian Skills Certificates (SKM), accounting for 10.1%. The involvement in entrepreneurship spans various educational levels and ages, with 282 respondents (73.2%) having engaged in entrepreneurial activities, compared to 103 (26.8%) who had not. Overall, the sample reflects a diverse range of ages and educational backgrounds in Malaysia.

Influence of Interest

Interest in entrepreneurship can be developed through support and increased exposure. Table 2 shows that the highest interest scores were related to question one (mean = 4.39), followed by question 3 (mean = 4.33), while question 5 with (mean = 4.25) and question 2 (mean = 4.21). The lowest for interest is for question 4 (mean = 4.19). On average, students scored 4.28 for entrepreneurial interest, indicating that their passion for entrepreneurship is generally strong and consistent across various factors.

Table 2

Influence of Interest

Dimension	Mean	Standard deviation
Interest 1	4.39	.735
Interest 2	4.21	.885
Interest 3	4.33	.756
Interest 4	4.19	.837
Interest 5	4.25	.861
Overall mean	4.28	

Table 3 illustrates the mean scores for the dimensions of entrepreneurial spirit. The overall mean score of entrepreneurial spirit was notably high at 4.21. Among the seven items measured, confidence in pursuing entrepreneurship as a career that received the highest mean score is on question 3 with mean 4.37, followed by question 1 and question 6 with mean scores of 4.32 and 4.31. Other question that get almost similar is on question 7 and question 4 with mean 4.20 and 4.19. Meanwhile, the mean scores for question 4 is 4.12 and the lowest mean is question 5 with mean 3.99. Spirit indicates as a crucial factor for student determination to pursue entrepreneurship as a career after graduation.

Table 3

Influence of Spirit

Dimension	Mean	Standard deviation
Spirit 1	4.32	.777
Spirit 2	4.12	.861
Spirit 3	4.37	.803
Spirit 4	4.19	.885
Spirit 5	3.99	.931
Spirit 6	4.31	.775
Spirit 7	4.20	.868
Overall mean	4.21	

Table 4 shows the mean scores of students on seven items related to career choice, particularly how participation in entrepreneurial programs influences their decision to pursue entrepreneurship. The highest mean was observed for question 7 with mean 4.28. Next, notable scores include question 6 with mean 4.24. Students must be more active in creating jobs and grab the opportunities in job market. Question 2 and question 5 recorded the same mean with 4.21 in making entrepreneurship as their career choices. Next, the mean for question 3 is 4.12 and question 4 with 4.10 in making entrepreneurship as a successful career path. The lowest mean was for question 1 with mean 3.90 by viewing entrepreneurship as their primary desired career.

Table 4

Students Career Choices

Dimension	Mean	Standard deviation
Career 1	3.90	.929
Career 2	4.21	.798
Career 3	4.12	.899
Career 4	4.10	.841
Career 5	4.21	.820
Career 6	4.24	.796
Career 7	4.28	.805
Overall mean	4.15	

In summary, students need more exposure to entrepreneurship to consider it a viable career choice post-graduation. Overall, the section's average mean was positive, reflecting strong interest and entrepreneurial spirit (mean=4.15).

Table 5 presents the results of the hypothesis testing, which aimed to identify the relationship between the variables of entrepreneurial interest, entrepreneurial spirit, and career choices among IPT students. The Pearson correlation analysis revealed that entrepreneurial interest had a strong and significant relationship with career choices ($r=0.68$, $p<0.05$). Similarly, entrepreneurial spirit also demonstrated a strong and significant relationship with career choices ($r=0.80$, $p<0.05$).

The null hypothesis for this analysis was formulated as follows:

Ho1: There is no significant positive relationship between the level of entrepreneurial interest, entrepreneurial spirit, and career choices.

Table 5

Hypothesis Testing

	Career choice	
	r-value	Sig. p value
Entrepreneurial interest	.675	< 0.05
Entrepreneurial spirit	.791	< 0.05

Overall, both level of entrepreneurial interest and spirit showed a positive and significant relationship with career choices ($r=0.68$, $p<0.05$), ($r=0.80$, $p<0.05$). Consequently, the null hypothesis was rejected, indicating a significant positive relationship between the level of entrepreneurial interest, entrepreneurial spirit, and career choices among IPT students.

A regression analysis was conducted to address the research question regarding the relationship between entrepreneurial interest and spirit that can influence career choices among IPT students. The hypothesis for this analysis was formulated as follows:

Ho2: Entrepreneurial interest and spirit are strongly influence IPT students in making their career choices.

To test this hypothesis, a multiple regression analysis was performed. The results of the analysis were summarized and presented in Table 6.

Table 6

Result of Multiple Regression Model Summary

Model	R	R Square	Adjusted R Sq
1	.804	.646	.645

The model summary in Table 6 shows an R^2 value of 64.6%, with an adjusted R^2 of 64.5%, meaning the model explains about 64.5% of the variation in career choices among IPT students, indicating a moderate influence.

Table 7

ANOVA Table

Model		Sum of square	df	Mean Sq	F	Sig.
1	Regression	1.160	2	55.580	349.153	< .001b
	Residual	0.809	382	.159		
	Total	1.969	384			

The ANOVA results in Table 7 indicate that the model is significant in predicting career choice, with $F(2, 382) = 349.15$, $p < 0.01$.

Table 9

Coefficient Table

Model		B	S.E.	Beta	T	Sig.
1	(Constant)	.396	.146		2.705	.007
	Interest	.215	.046	.208	4.673	< .001
	Spirit	.673	.047	.639	14.362	< .001

The results indicated that 64.5% of the variance in students' career choices was explained by the two predictors together, $F(2, 382) = 349.15$, $p < 0.01$. When considering the predictors individually, entrepreneurial spirit ($\beta = 0.639$, $t = 14.362$, $p < 0.01$) had a significant positive influence on career choice, while entrepreneurial interest ($\beta = 0.208$, $t = 4.673$, $p < 0.01$) also significantly influenced career choice. The equation for predicting IPT students' career choices based on the regression analysis is:

$$\text{Career Choice} = 0.396 + 0.215 (\text{Entrepreneurial Interest}) + \text{error}$$

This indicates that for every one-point increase in entrepreneurial interest, the likelihood of students choosing a career as an entrepreneur increases by 0.215 points. In other words, students that have positive spirit are equivalent to make entrepreneurship as the career.

Research Discussion

This study's gap to explore if the entrepreneurial interest and spirit among IPT students could impact on career choices among IPT students. It shows that the universities support strongly improve entrepreneurial aspire of student. The study highlighted the importance of fostering entrepreneurial education in university can enhance the interest and spirit in facing the challenges and opportunities in making entrepreneurship as a career. The findings have demonstrated strongly positive relationship between the entrepreneurial interest and entrepreneurial spirit within career choices among IPT students.

The study's findings of entrepreneurial revealed that IPT students have high scores for entrepreneurial interest and spirit at mean of 4.28 and 4.21, respectively. This suggests that students are generally inclined towards entrepreneurial careers and possess the traits necessary for such ventures. However, the mean score for entrepreneurial interest was higher than the other dimensions, indicating that while students are engaged in entrepreneurial activities; they may require further encouragement to fully commit to entrepreneurship as a primary career choice.

The results reveal a notably high level of entrepreneurial interest among IPT students with an average score of 4.28. It is clear that many students are quite enthusiastic about entrepreneurship. Specifically, this result show that students not only have a passion for starting their own ventures but are also actively seeking ways to engage with entrepreneurial opportunities. Recent studies support these findings, indicates that while some students exhibit a strong inclination towards entrepreneurship, others remain tentative, influenced by varying factors such as educational exposure and personal motivations (Al-Fattal, 2024). This aligns with the observed high levels of interest, indicating that entrepreneurial programs and activities at IPTs are resonating well with students.

While entrepreneurial spirit with an overall mean score of 4.21, highlighted that students feel confident in their abilities and receive significant encouragement will contribute in fostering a strong entrepreneurial mindset. This finding is consistent with recent research which emphasizes to implementing suitable curricula, creating a supportive environment, using advanced technology, providing social entrepreneurship education, promoting inclusivity, and encouraging teamwork can mentor young people into competitive, socially impactful entrepreneurs (Ahmad et al., 2023). It indicates that IPT students are not only interested in entrepreneurship but also possess the resilience and self-belief needed to pursue it as a viable career path.

Next, the career choice among IPT students show that the inclination towards entrepreneurial careers is positive with an average score of 4.15. This implies when students are exposed to entrepreneurial careers and opportunities, they are more likely to consider this path seriously. Even the students are open to entrepreneurship, there might be barriers or uncertainties preventing them from fully committing to it as their main career goal.

The Pearson correlation analysis reveals a strong positive relationship between entrepreneurial spirit and career choice ($r = 0.80$), also a significant relationship between entrepreneurial interest and career choice ($r = 0.68$). This means that both high level of entrepreneurial spirit and interest in entrepreneurship are associated with a greater likelihood of choosing entrepreneurship as a career motivation is defined as a force and drive that originates from both internal (extrinsic factors) and external (intrinsic factors) sources. The students in this generation is easy to adapt with the new changes made and strongly inspire a positive change and influence other people to start a new thing such as creating a new job with entrepreneurial activities among society.

These findings are supported by recent research which highlight that with an understanding of real-world challenges and equipped with the right skills, young people can become agents of positive change and make a huge impact on the global economy and society (Ahmad et. al, 2023). It shows that IPT students who are both interested in and have a strong entrepreneurial spirit are more likely to pursue entrepreneurial careers.

Hence, the research objectives have successful and accepted but it requires further research to focus on the effectiveness of specific entrepreneurial education programs in enhancing students' entrepreneurial interest and spirit. Investigating which educational practices are most effective could provide actionable insights for curriculum development.

Conclusion

The study's findings highlight the importance of entrepreneurial interest and spirit in shaping students' career choices. These factors are instrumental in students' decisions to pursue entrepreneurial careers after graduation. Therefore, educational institutions should strive to incorporate comprehensive entrepreneurial education programs that encompass practical experiences and mentorship to effectively foster an entrepreneurial spirit and interest among students.

IPT students show a strong interest in entrepreneurship. They're particularly keen on activities like communicating about and getting involved in entrepreneurial projects. This is a positive sign because it indicates that many students are open to exploring entrepreneurship

as a career option. Both entrepreneurial interest and spirit play significant roles in shaping career choices. This means that having the right mindset and personal traits is important than just having an interest in entrepreneurship.

Further research should involve a more extensive sample drawn from various universities across Malaysia to gain a deeper insight into the impact of different educational experiences on career choices. This broader perspective will aid in developing tailored strategies to support students in pursuing entrepreneurial careers and contribute to reducing unemployment by nurturing an entrepreneurial mindset. In summary, while IPT students are eager and have the right mindset for entrepreneurship, more support is needed to help them choose it as a career.

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