The Importance of Entrepreneurial Skills in Generic Skills Elements As Perceived by Malaysian Soft Skills Scale (My3S)

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Abstrak

Kajian ini dilakukan bagi melihat pembinaan 'Kemahiran Generik' di kalangan pelajar-pelajar institusi pengajian tinggi di Malaysia melalui pendidikan kemahiran keusahawanan. Kajian ini dilakukan melalui sampel kajian 480 pelajar ijazah pertama dari semester keenam yang diambil daripada MTUN terdiri daripada UMP, UTeM, UTHM dan UniMAP. Dalam masa yang sama, penyelidik telah menggunakan sampel kumpulan tiga peringkat. Kemudian, data kajian telah dianalisis dengan menggunakan perisian SPSS versi 19.0 untuk mendapatkan nilai min, standard deviation (sd) dan Pearson's Correlation. Hasil kajian menunjukkan wujudnya hubungan sederhana yang kuat, kepentingan antara nilai kepercayaan dengan penguasaan kemahiran keusahawanan. Sementara itu, dari sudut akauntabiliti, ia menunjukkan kepentingan yang sangat kuat dengan kemahiran keusahawanan. Akhir sekali, hasil kajian menunjukkan tahap penguasaan kemahiran keusahawanan pelajar kekal pada tahap yang tinggi. Kesimpulannya, kajian ini menyimpulkan bahawa wujud hubungan yang signifikan antara modal insan dengan penguasaan keusahawanan yang perlu diketengahkan bagi meningkatkan lagi pencapaian potensi universiti dan pelajar.

Abstract

This study is done to look into the formation of 'Generic Skills' among students of Higher Learning Institutes (HLI) in Malaysia, through the fostering of entrepreneurial skills. The study sample of 480 first degree students from the sixth semester are taken from the Malaysian Technical University Network or MTUN comprising of Universiti Malaysia Pahang (UMP), Universiti Teknikal Malaysia Melaka (UTeM), Universiti Tun Hussein Onn (UTHM) and Universiti Malaysia Perlis (UNiMAP). In the meantime, researchers have used the three-layer group sampling. Then, the study data were analysed using the Statistical Package for Social Sciences (SPSS) version 19.0 in order to obtain the value of the mean, standard deviation and Pearson's Correlation. The study outcome points to the moderately strong relationship, significant between the value of trust with the mastery of entrepreneurial skills. Meanwhile, accountability shows a very strong significance with the entrepreneurial skills. Finally, the study outcome demonstrates the level of mastery of students' entrepreneurial skills remains at a high level. All in all, this study concludes that there exists a significant correlation between the human capital with the mastery of entrepreneurial skills which needs to be given due attention to elevate the performance of the university and students' potential.

INTRODUCTION

The most valuable asset for a country would be the people. The development of human capital and paradigm shift and the way people think have constituted the biggest set of challenges. If we are to

step into the economic era withour axis on knowledge, if we want to become a developed country and remain there, the human capital development must be prioritised. In the context of the global world, high-quality human capital is a need, and no longer a luxury. The efforts to develop quality human capital will be increased. Approaches to the human capital development must be done holistically, stressing on the development of knowledge, skills, intellectual model including science, technology and entrepreneurship, and also the acculturation of progressive attitude, also high ethics and moral values. This is what we would term human capital with the first-class mind. Three main strategies to produce first-class human capital will be carried out:

- Firstly, To Increase the Capacity and Mastery of Knowledge
- Secondly, To Consolidate the Capacity for Science, R&D and Innovation
- Thirdly, To Instill a Cultured Community Who Owns Moral Strength

Since the 1960s, the human capital theories[94] have begun to tap into the relationship between human capital and productivity and also the national economic growth[95]. In this context, experts of the human capital theories have made an assumption that the association between the enhancement of productivity and economic growth.[96] identified by economists can be explained through the investment done on human capital, that is through education and career enhancement training which is able to increase individual's income and further drive the growth of the economy[97]. Such an aspiration has altered the existence of higher learning institutes from an elite status to the knowledgable

94 Malaysian Qualifications Agency, (2006). Ministry of Higher Education Malaysia.

95 Hiilsman, J.G. (1999), '*Entrepreneurship and Economic Growth: Comment on Holcombe'*. The Quarterly Journal of Austrian Economics 2, 63-65.

96 Jones, C (1995), '*R&D-Based Model of Economic Growth'*. Journal of Political Economy 103, 759-784.

97 Sunday Star, 2006

human resource provider especially in the field of Science and Technolgy (S&T) in a great number, in order to cater for the needs of the job market[98], for instance technical, professional and knowledge-based management. Thus, it is about time that the HLI especially Malaysian Higher Learning Institutes to start looking towards consolidating and strengthening the development of integrated and holistic human capital by taking into account national prosperity and the needs of the job market.

Therefore, the development, progress and durability of Malaysia fully depend on two main resources, human capital resources and physical resources. Both the resources are inter-dependent in developing the institutions. However, the former is the more important and demands more attention because it refers closely to human who is seen as the national property, the resource for the country's strength and wealth[99] It is the human capital who will generate, exploit and manage the physical resources for the benefit of our country. In other words, it is the human capital .which creates, determines and renders successful[100] the best strategies as to produce the added value to a product or service, enhance the quality and quantity, market and further assess its effectiveness. It easily concludes that human capital determines the success or the failure of a country. Thus, it needs to be acknowledged as the most crucial asset, most special and valuable to economic activities, national development and to the national progress. Human capital needs to be accepted as an asset that needs to be developed and enhanced all the time[101] In the Islamic context, human carries two roles, as a servant and the Caliph of Allah SWT. To fulfil the duties and responsibilities, thinking is a need and it must be

98 Employment Agency Jobstreet. Com.Sdn.Bhd (2006), New Straits Times September 24 2006.

99 Khalijah Mohd Salleh (2011), "*Pemikiran Dalam Pembangunan Modal Insan*", in Jawiah Dakir et al. (ed), *Menjana Modal Insan*. Bangi: UKM, pg. 36.

100 Maskell, P. and A Malmberg (1999), '*Localized learning and Industrial Competitiveness'*. Cambridge Journal of Economic 23, 167-943.

101 Ab Aziz Yusof (2009), *Pembangunan Modal Insan Teras Pendidikan Negara*. Sintok: Universiti Utara Malaysia, hlm. 1.

ongoing.[102] In relation to this, in 2006, the Higher Learning Ministry (MOHE) starts to pay close attention to the development of high quality human capital with good noble values, harmoniously with the National Education Philosophy (FPN). The concentration rests on the core aim, which is to produce a balanced human being, who is holistic in the contexts of physicality, emotions, spirituality and intellect. This aspect of balance does not just focus on the academic excellence but also on the moral construction. Therefore, MOHE has created the Humanity Skills Development Module for all higher learning institutes in Malaysia.

The main objective of this module is to foster soft skills (SS) among graduates. Seven elements are set to be inculcated to ensure that that the graduates are balanced- the communication skills, critical thinking skills, and problem-solving skills, teamwork skills, ongoing learning and information management skills, entrepreneurial skills, professional ethics and morality and leadership skills (*Modul Pembangunan Kemahiran Insaniah)*[103]. Humanity skills are among the elements identified to be critical in the globalised working world, especially with the rapidly-changing technological change.[104] This is so much so, that there exists a very high and outstanding competition apparent in the vocational world. A scroll of qualification does not guarantee that a graduate will be attaining a job that fits the bill, or the qualifications that he or she possesses. There are a lot of other criteria or elements assessed by the employers.[105] Among the elements that have attracted the bosses the most, would be the ability to communicate, to work in team, to have critical thinking, to possess some positive values, to be able to solve problems, to have the effort to learn something new and other human skills.

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102 Khalijah Mohd Salleh (2011), "*Pemikiran Dalam Pembangunan Modal Insan*", in Jawiah Dakir et al. (ed), *Menjana Modal Insan*. Bangi: UKM, pg. 36.

103 *Modul Pembangunan Kemahiran Insaniah (SOFT SKILLS) untuk Institusi Pengajian High Malaysia* (2006). Serdang: Universiti Putra Malaysia, 8.

104 *Ibid.*

105 Phan, P.H and D.S Siegel (2006), *'The Effectiveness of University Technology Transfer'. Foundations and Trends in Entrepreneurship* 2, 77-44.

The Higher Learning Department (JPT) has also exerted a hundred percent effort and commitment in ensuring that the quality of our national graduates is at par with the local and international market demands, and to make more sustainable the development of human capital. One way of consolidation is by making sure that these scholars meet the minimum standard *7 Generic Student Attributes* (GSA)[106]. This is the aspiration of Dato' Seri Abdullah Ahmad Badawi and Dato' Seri Najib Tun Razak as our leaders. Some striking qualities that the Malays need to have would be courtesy, academic accomplishments and also career success. Malay-educated graduates, in turn will be able to become skilful scholars, efficacious, and efficient in every task that they undertake.[107]

THE IMPORTANCE OF SOFT SKILLS

The human capital development serves as a key point outlined in one of the primary agenda of the country in the 9th Malaysia Plan (RMK9). In response to this, Soft Skill need to be made the motivator precedent to the strategies which are able to produce the first-class human capital. In developed countries such as in the United Kingdom, such skills are given specific attention by making them a set of national agenda. In the UK, there are skills known as the Key Skills (covering the Application of Number, Communication, Improving own learning and performance, Information and communication technology, Problem solving, Working with others) arranged from 1 to 5 in the UK National Qualifications Framework (NQF) clearly mapped according to the Framework for Higher Education Qualifications (FHEQ). This provides an indication that the Key Skills in the UK are arranged in uniformity by way of having the same standard across the curriculum and though the accreditation process of the regulatory body, which is the UK Qualifications and Curriculum Authority (QCA). The levels intended in the UK NQF are as follows:

106 Annual Report of the Higher Learning Department, 2009.

107 Tajul Ariffin Nordin et al. (2007), *Membina Pelajar Cemerlang Evolusi Pembelajaran Sepanjang Hayat*. Skudai: UTM, 23.

National Qualifications Framework (NQF)	Framework for Higher Education Qualifications (FHEQ)
Level 8	D (doctoral) Doctorates
Level 7	*M (masters) Masters degrees, postgraduate certificates and diplomas*
Level 6	*H (honours) Bachelor degrees, graduate certificates and diplomas*
Level 5	*I (intermediate) Diplomas of higher education and further education, foundation degrees and higher national diplomas*
Level 4	*C (certificate) Certificates of higher education*
Level 3	
Level 2	
Level 1	
Entry Level	

Figure 1: UK National Qualifications Framework (NQF) and Framework for Higher Education Qualifications (FHEQ)

Key Skills implemented in the UK are formulated in such a way having taken into account the views of the stakeholders comprising of academicians, government bodies, qualification-granting bodies and also employers or superiors. Its implementation covers both the school and college levels, focusing on the skills needed to succeed at work, in education, training also anything related with life skills in general. Although being linked with several names and terms like the generic skills and non-technical skills, these skills are fundamentally associated with the need to get a job and to stick to it, enabling one to work *"smarter, not harder"* and it is both the *intrapersonal* and *interpersonal* skills that help to enhance the technical skills and mastery of knowledge.

The Ministry of Higher Education (MOHE) has developed a model to be the reference for public universities to design a program to encompass the criteria it has stipulated.

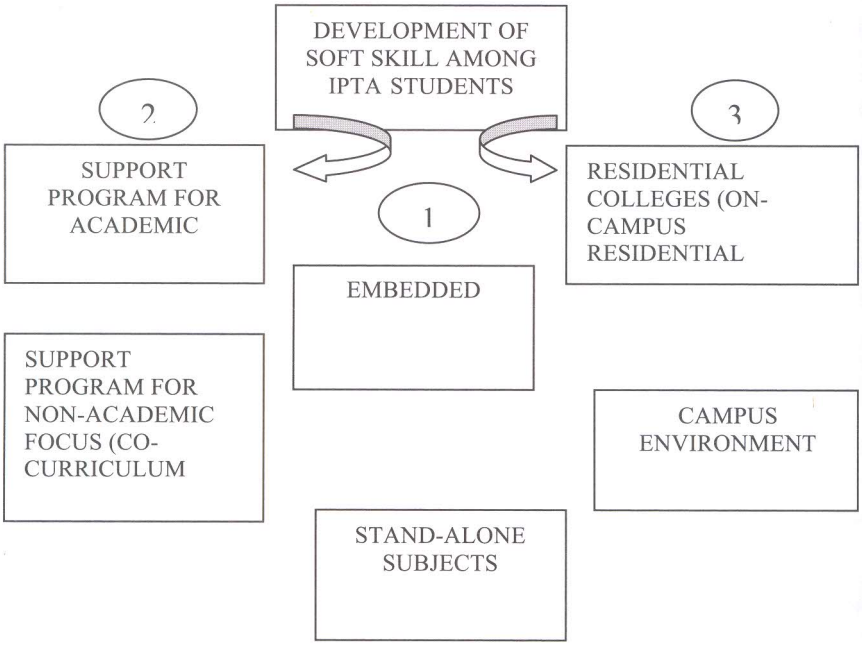

Figure 2: Development of soft skill among IPTA students

This model was formulated with the vision to produce quality graduates through a holistic approach. It combines formal and informal teaching and learning activities (curriculum and non-curriculum based), support program (academic and non-academic focus) and on-campus residential and conducive campus environment. There could be many models adopted for incorporating soft skills components into the curriculum, but two specific models have been very much talked about in this field. The first model is known as "Embedded Model/ Infusion Model" whereas the second model is known as "Stand Alone Model/ Diffusion Model".

INPUT	PROCESS	OUTPUT
Talent Faculty Student Recources Physical Non –physical Governance Autonomy(conducive institutional climate)	Curriculum Design and Delivery Co-curriculum and campus life Pedagogy Assessment Monitoring Ancillary activities	Generic student attributes (My3S) Employability (Tracer study) Employers Satisfaction Index

Figure 3: SETARA Generic Framework

MOHE has introduced seven elements of soft skills that are to be inculcated to students of Higher Learning Institution as follows: Communication Skills, Critical Thinking and Problem Solving Skills, Teamwork skills, Moral and Profesional Ethics, Leadership skills, Lifelong Learning and Information Management and Entrepreneurship skills. Based on seven elements, an instrument known as the Malaysian Soft Skills Scale (My3S) was developed to measure the level of soft skills mastery among students of Higher Learning Institution.

SOFT SKILLS MASTERY MODELS

1. Malaysian Qualification Framework Model

According to Sharifah Habsah, she has outlined the Malaysian Qualification Framework Model based on the element of knowledge on the particular field, practical skills and social responsibilities, ethical skills, morality and professionalism, communication skills, leadership and teamwork, critical thinking skills, problem-solving and scientific skills, management skills and lifelong learning, management skills and Entrepreneurship.[108]

2. Malaysia Technology University Model (UTM)

The generic skills outlined by the UTM are based on the attributes of the UTM graduates. Among the skills targeted by the UTM are:

108 Malaysian Qualification Framework, 2008.

a. Communication skills

Communication skills are those that combine the ability of the scholars to speak in both Malay and English languages. These are the criteria determined by the UTM in the communication skills that need to be mastered: An individual has the capability to deliver the information and relay ideas clearly, effectively and confidently through speech and writing. Apart from that, individuals are capable to listen to and provide a good response to other people's opinions. Other than the above characteristics, students are also seen to have the capability to discuss and give opinion also convince listeners when presenting.

b. Teamwork

Teamwork denotes the capability to work with people of different backgrounds as to achieve the objectives intended. Other than forming closer ties, we are also trained to interact well and effectively with or group members. We are also encouraged to have mutual respect towards our own religions and committed towards the collective decision made. The lack of cooperation will result in the work having to be done repeatedly and increasing the operational costs of the company and further leading to over-spending.

c. Problem-Solving

The skills in solving problem entail the use of problem-solving in a variety of ways and situations. One should be able to analyse complex problems also find ideas and solutions using other choices. What strikes out as more important is to think outside the box.

d. Adaptability – Self adaptation

The graduates of Higher Learning Institutes must be able to get used to the working situations, new culture and the application of technology in the organisation. This skill

also involves their readiness to be re-trained to be made appropriate to the needs of the employers and identify their self-potential for improvement in the future.

e. Lifelong Learning

Seeking for lifelong knowledge and education is crucial to the employers, so that they would be up-to-date with the latest knowledge and information. They should always have the intention and get information from various sources.

f. Ethics and Integrity

Reacting according to the ethics and integrity, also having the high sense of social responsibility. This is also similar to any decision-making involving issues of ethics, and they need to react adhering to occupational professional practice.

g. Self-Appreciation

Self-appreciation is very important in an organisation, and it involves thinking positively, having the commitment, defending one's dignity and self-respect. It also means having high level of confidence, balanced and strong emotional and spiritual preparations.

3. Malaysian Higher Learning Institute Model (MOHE)

The strategic plan of the National Higher Learning (PSPTN) launched on 27th August 2007 had given space for some paradigm shift in the context of delivery and assessment of the curricular course at the Higher Learning Institutes. The objective is through the critical agenda which is the holistic development of students under the National Higher Learning transformational action plan.[109] The Ministry has acknowledged seven skills that need to be possessed by students to compete in the market. They

109 The speech of Dato' Seri Mohamad Khaled Nordin Malaysian Higher Learning Minister, In conjunction with the Monthly Assembly of the Higher Learning Ministry on 15 December 2009.

are communication skills, critical thinking skills, and problem-solving skills, teamwork skills, ongoing learning and information management skills, entrepreneurial skills, professional ethics and morality and leadership skills. All these core skills are enclosed in curriculum activities and life on campus.

4. Public Service Department Competency Model (JPA)

The competency model had been introduced and practised for thirty years but the use of the model, especially by the public sector has only been established recently. Malaysian Public Services had made its first step to execute the model of competency at the beginning of 2002. The model that is to be used for Malaysian public services is *Iceberg* as developed by HayMcBer. It covers the elements of knowledge, skills and attitude. The model identified to be implemented at the JPA is categorised into three groups, as follows:

a. Core Competency

Personal characteristics and core values in public services, and eight core competency have been acknowledged, which are accountability, stressing on customers, discipline, integrity, loyalty, social sensitivity, tolerance and transparency.

b. Professional Competency

Knowledge, skills and behaviour that need to be possessed by all workers at the JPA, irrespective of incumbency grade.

c. Functional Competency

It relates with the knowledge and skills required to implement a specific task and responsibility in several departments at the JPA.

5. Malaysia Education Ministry Curriculum Development Centre Model (MOE) 1999

Generic skills are very much needed to enable students to become more productive and efficient in doing tasks as instructed. The

Curriculum Development Centre has enlisted several skills one must have to compete in the job market, among which are:

a. Communication Skills

These skills are very important to state an idea, information to deliver, answer questions speeches and writing.

b. Skills in Using Technology

These involve using the tools in the process of understanding and using scientific methods and technology principles, following the procedures and processes efficaciously.

c. The skills to plan and administer

These skills involve planning activities for oneself including the use of time and resources, being able to decide on one's priority and supervise self-achievements.

d. Skills to work with others

The effectiveness of working with others and with the group focusing on the ability of the individual to interact with other individuals or in the group. It involves the understanding and agreement in terms of aims and objectives.

e. Problem-solving skills

The skills in resolving problems in various ways and situations, including those that need creative thinking in order to come to a decision.

f. Analytical skills

They involve the ability to identify and choose information, assess the information, the sources and how it is obtained, also how to use the information effectively.

g. Skills Using Mathematical Ideas and Techniques

These skills manipulate some mathematical ideas and techniques and revolve around the ability to use concepts like numbers and space, also the use of techniques like estimation in daily use.

h. Skills in Understanding Culture

These skills involve seeking to understand, grasp, practise good values like unity, tolerance, mutual respect, display hospitality with friends, neighbours and the society as a whole.

6. Malaysian Engineering Board (BEM 2000)

Malaysian Engineering Board has outlined several attributes that need to be possessed by students namely:

a. The ability to use basic science and engineering

b. The ability to communicate with other engineers

c. The ability to communicate effectively with the general public

d. Improved technical skills in specific engineering discipline

e. The ability to identify, conclude also solve problems.

f. The ability to use an approach systematically in design and operational performance

g. Understand sustainable design and development.

h. Understand and committed towards professional and ethical responsibilities.

i. The ability to function effectively as an individual and in groups with the role as a leader or manager or team member.

j. Understand social, cultural, global and environmental responsibilities of an engineer.

k. Have the capability and able to be part of the lifelong learning.

PROBLEM BACKGROUND

Unemployment has become more and more serious among the university graduates. This worrying trend has driven the government to initiate the Graduate Training Scheme (SLG) for unemployed

graduates, aiming to improve the communication and ICT skills, as a response to the recommendations of our Prime Minister.[110] According to the Human Resource Minister,[111] 80% from 16,000 graduates taking part in this SLG have succeeded in getting employed althogh they have not yet finished their training. Such skills are human-oriented or what is termed soft skills and are thought to be very important until they have been made part of the undergraduates' curriculum at all public higher learning institutes.

As contemporary industries would appreciate to have able workers, in addressing complex issues and problems, k-workers[112] would be able to fit the criteria,[113] where they can face up to the new demands in the workplace, economically, socially and politically. K-workers are the result of the knowledge learnt and the skills in a particular field to solve problems or lay out strategies in a given organisation.[114]

Thus, the Malaysian government has worked to develop human capital who has the knowledge and skills also understand all the good moral values aforementioned. The goal of our government is to foster the spirit of mastering knowledge, skills and competency inculcating values, morale and positive attitude also building self-discipline among the students.[115] To generate humans and in particular, students of calibre, the aspects of change and human development that have led to the civilization must be based on a good, beneficial value system.[116] To materialize this aim, the main challenge lies in instilling

110 Berita Harian, 7 August 2002

111 New Straits Times, 22 July 2002

112 Wickham, P.A (2006). *Strategic Entrepreneurship* (4th ed). Essex: Prentice Hall.

113 Casson, M. (1982), *The Entrepreneur: An Economic Theory*. Oxford: Martin Robertson.

114 Noor Hanisah Abdullah (2007), *Penguasaan Kemahiran Insaniah Dalam Membangunkan Modal Insan Melalui Aktiviti Kokurikulum di UTHM*. Education and Vocational Masters Thesis UTHM 2007, pg.7.

115 Nur Aqielah Umairah (2009), *Siri Bimbingan Jati Diri Remaja Insan Kelas Pertama*. Selangor: Mostgain Resources Publications, pg. 9.

116 Speech of D.Y.M.M. Tuanku Permaisuri Raja Perlis at the Launching Ceremony PALAPES, PBSMM and PBK Northern Engineering University College, Malaysia 3 March 2005)

values that can produce students' strong personality, as they are the heirs to the leadership in years to come. Realising that the planning to produce generations with this incredible trait poses a great challenge, this effort must be made continuously,[117] together with the exertion of energy and undivided commitment from all parties concerned, especially the educational institutions which educate the students in a formal manner.

Students are indeed the most precious asset for national development in the future. Leadership laden with integrity serves as a core to the national stability. Ethical, integrity and responsible elements can be instilled through the organising of programmes which are related to the efforts to enhance knowledge, understanding and awareness.[118] The awareness and understanding over quality change also a good personality must begin at the learning institute, as thinkers and academicians alike have made the step and initiative to reform the education in Malaysia holistically and systematically like the formulation of the National Education Philosophy also five new acts related to higher education including the 1996 Education Act, which became the core for every development effort in the field of education[119].

Nonetheless, the effectiveness of the initiatives depend a lot on the campus culture and surroundings. If the background is dynamic, proactive and advocated by academicians who tend to have robust knowledge ideals, then the module would be able to produce knowledgeable graduates with the first-class minds. Otherwise, one that is termed the Diploma Disease among graduates would flourish, where the stress will be on paper qualifications rather than

117 Rohlander, David (1999), *The Art of Delegaation*. Journal of management in Engineering, 12-13.

118 Mohamad Hashim Hj Omar (2005), "*Strategi Memantapkan Pembangunan Pelajar*", in Mohd Zahedi Daud (ed) *Pelan Integriti Nasional Strategi Pelaksanaan Peringkat Institusi Pengajian High.* Shah Alam: Mara Technology University, pg. 87.

119 Sufean Hussin et al. (2008), *Memacu Puncak Ilmu Autonomi Universiti Merencana Pembangunan*. Kuala Lumpur: Tinta Publishers, pg. 28.

skills.[120] Thus, the Approach Development Module of higher learning centralising on human capital has given new meaning to teaching and learning. With a good teaching and learning method, and curriculum that take into account the aspirations of all parties, the key players in the Higher Learning Ministry need to implement seven elements of human skills in every institution. This skill has been identified as a must-have attribute that needs to be mastered by graduates before they receive their degrees.

The elements of human skills that have been determined by the ministry include communication skills, critical thinking skills, problem-solving skills, team-work skills, continuous learning and information management, entrepreneurial skills, professional ethics and morality as well as leadership skills. Every element is improvised and detailed, and separated into two sections namely Compulsory Human Skills (KIM) and Additional Human Skills (KIT). All the elements must be integrated in the teaching and learning at the Higher Learning Institutes. It must be assessed and evaluated as they are intended. For human skills development through the teaching and learning activities, two models have been proposed namely the Stand-Alone Subject and the Embedded Subject. The second one employs the teaching and learning activity across the curriculum, to help students master human skills that have been identified without having to change the learning outcome that needs to be achieved.

Teaching and learning serve as processes used to achieve a lot of educational goals that do not take place in a vacuum but leans on culture.[121] In the globalised era and with vary sophisticated, some strong teaching-learning methods necessitate various effective delivery methods and which are supported with the use of information technology. Therefore, to optimise the process, an academic culture supported by various inter-related elements needs to be formed as in Figure 4.

120 Zaini Ujang (2009), *Mengangkasa Pengajian Tinggi*. Johor Baharu: Malaysia Technology University, pg. 61.

121 Wee Eng Hoe (1996). *Gerak Kerja Kokurikulum*. Shah Alam: Fajar Bakti Sdn Bhd.

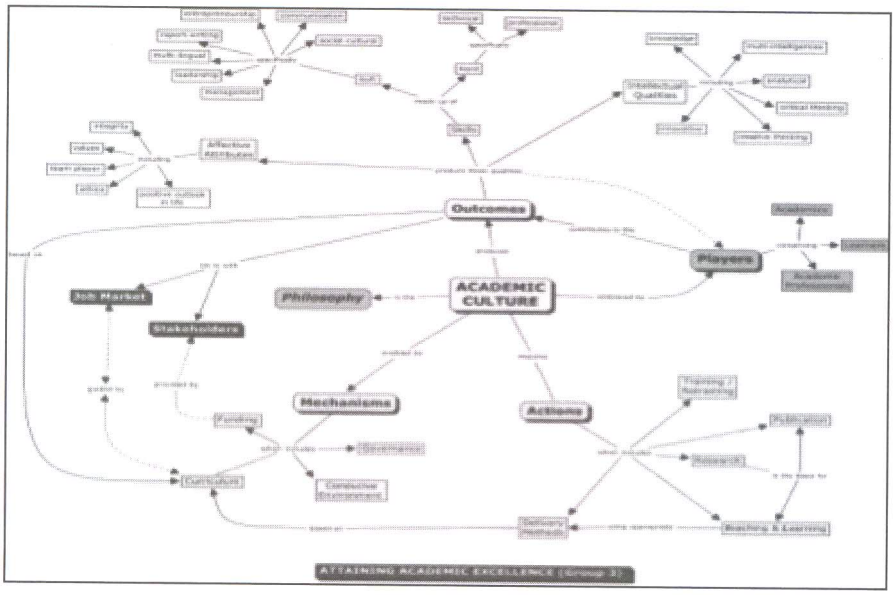

Figure 4: Academic Acculturation Concept in the Public Higher Learning Institutes

THEORETICAL MODELS

Most contemporary theories of entrepreneurship build on the seminal contributors by either Schumpeter (1911), Knight (1921), or Kirzner (1973, 1997). Schumpeter stressed the importance of entrepreneurs as the main vehicle to move an economy forward from static equilibrium through innovations and by inducing processes of creative destruction, challenging existing structures, and distorting economic equilibrium.[122] Anyone who performs this functions is an entrepreneur, whether they are independent or dependent employees of a company.

Meanwhile, Khirzner's view was that the entrepreneur moves an economy toward equilibrium (contrasting Schumpeter) by taking advantages of arbitrage possibilities: entrepreneurs were "*....attracted to notice subopptimalities to the scent of pure profit which accompanies*

122 Schumpeter, J (1934), *The Theory of Economic Development*. Cambridge, MA: Harvard university Press.

such suboptimalities [Kirzener, 1997)].[123] More generally, Kirzner claimed that a fruitful way to view entrepreneurship is the notion that entrepreneurs account for the competitive behaviours that drive the market process. Max Weber (1958) introduce a religious element as a basis for success in economic activity. Weber states that the success of the Protestant in economic activity is due Protestant religious ethics. Entrepreneurial model presented is to relate the relationship of religion or belief with activities of daily life.[124]

Study Objectives

Based on the problem statement presented, it has become the main aim of this study to identify:

1. The level of mastery of entrepreneurial skills among students of MTUN universities .
2. The relationship between the value of trust with the level of mastery of entrepreneurial skills.
3. The relationship between the accountability value with the level of mastery of entrepreneurial skills.

Study Samples

The sample of the study only includes the third year students from the sixth semester from four technical universities in Malaysia (MTUN) namely:

1. UMP Pahang.
2. UTeM Melaka
3. UTHM Johor
4. UniMAP Perlis

123 Kirzner, I (1997), 'Entrepreneurial Discovery and the Competitive Market Process: An Austrian approach'. Journal of Economic Literature 35, 60-85.

124 Meyer, M (2003), 'Academic Patents As An Indicator of Useful Research? A New Approach to Measure Academic Inventiveness'. Research Evaluation 24, 475-482.

Table 1: The sample of the study

Category		Frequency	Percent
Gender	Male	231	48.1
	Female	249	51.9
Race	Malay	367	76.5
	Chinese	77	17.0
	Indian	22	4.6
	Others	14	2.9
Religion	Islām	376	78.3
	Buddha	71	14.8
	Hindu	22	4.6
	Others	11	2.3
University		120	25
UMP		120	25
	UT	120	25
HM		120	25
	UT	.	
eM			
UniMAP			
Enrollment Qualification		2	4
SPM		85	17.7
		223	46.5
STPM/STAM		170	35.4
Matriculation			
	Diploma		

Research Methode

This research is a descriptive study that carries out a survey, where the study used will be a quantitative study based on the Higher Learning Ministry 2006.

SURVEY INSTRUMENT

This study uses a set of questionnaires as its primary instrument in order to obtain data from the respondents. The questionnaire used in this study is Malaysian Soft Skills Scale (MY3S) based on the constructs of Prof Shatar Sabran (2006). The instrument items, format and procedures of the questionnaire were constructed based on existing research studies and literature related to soft skills. The first version of the questionnaire was pre-tested on UMP's students. The questionnaire was later improved and distributed to the third year students from the sixth semester from four technical universities in Malaysia (MTUN). Section A of the questionnaire covered demographic information of the respondent. Demographic information solicited in the survey included gender, race, religion, university and enrollment qualification. Section B captured the entrepreneurial skills and section C focused on Islamic values.

STUDY FINDINGS

The first Objective:

Table 2: The descriptive statistics for entrepreneurial skills

No.	Item	Mean	SP	Interpretation
B1	Know how to gain information about business	3.81	.780	High
B2	Have the right reference about business	3.83	.762	High
B3	Know the strength and weakness of oneself to take part in oneself	3.97	.736	High

No.	Item	Mean	SP	Interpretation
B4	Being aware of appropriate business opportunity	4.00	.739	High
B5	Have experience in the field of business	3.56	.958	High
B6	Exposed to the requirements to become an accomplished entrepreneur.	3.83	.728	High
B7	Able to identify the current needs of the community	3.93	.721	High
B8	Instilling sensitivity towards the current needs of the community	3.89	.703	High
B9	Believing that the economic factor is not the main factor to succeed in business.	3.52	1.177	Moderate
B10	Wise enough in seizing the opportunity to build a network to do business.	3.96	.767	High
	Total	3.83		High

Table 3: The descriptive statistics for entrepreneurial skills (Frequency/ Percent)

QUESTION B01: Know how to gain information about business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	11	2.3	2.3	2.3
	Disagree	30	6.3	6.3	8.5
	Neutral	146	30.4	30.4	39.0
	Agree	215	44.8	44.8	83.8
	Strongly agree	78	16.3	16.3	100.0
	Total	480	100.0	100.0	

Table 3 indicates that there are 215 students (44.8%) said that the "Know how to gain information about business" in "agree" condition when responding to Question B01, whereas 146 students (30.4%) said in "neutral" level and lastly 78 students (16.3%) said in "strongly agree" condition. Therefore, these findings showed that most of the students know how to gain information about business.

Table 4: The descriptive statistics for entrepreneurial skills(Frequency/ Percent)

QUESTION B02: Have the right reference about business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.4	.4	.4
	Disagree	36	7.5	7.5	7.9
	Neutral	147	30.6	30.6	38.5
	Agree	217	45.2	45.2	83.8
	Strongly agree	78	16.3	16.3	100.0
	Total	480	100.0	100.0	

Table 4 indicates that there are 217 students (45.2%) said that they "Have the right reference about business in "agree" condition when responding to Question B02, whereas 147 students (30.6%) said in "neutral" level, 78 students (16.3%) said in "strongly agree" condition. Therefore, these findings showed that most of the students they have the right reference about business.

Table 5: The descriptive statistics for entrepreneurial skills (Frequency/ Percent)

QUESTION B03: Know the strength and weakness of oneself to take part in oneself

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.4	.4	.4
	Disagree	16	3.3	3.3	3.8
	Neutral	114	23.8	23.8	27.5
	Agree	233	48.5	48.5	76.0
	Strongly agree	115	24.0	24.0	100.0
	Total	480	100.0	100.0	

Table 5 indicates that there are 233 students (48.5%) said that they "Know the strength and weakness of oneself to take part in oneself" "in "agree" condition when responding to Question B03, whereas 115 students (24.0%) said in "strongly agree" level, 114 students (23.8%) said in "neutral" condition. Therefore, these findings showed that most of the students they know the strength and weakness of oneself to take part in oneself .

Table 6: The descriptive statistics for entrepreneurial skills(Frequency/ Percent)

QUESTION B04 : Being aware of appropriate business opportunity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.4	.4	.4
	Disagree	24	5.0	5.0	5.4
	Neutral	99	20.6	20.6	26.0
	Agree	256	53.3	53.3	79.4
	Strongly agree	99	20.6	20.6	100.0
	Total	480	100.0	100.0	

Table 6 indicates that there are 256 students (53.3%) said that they "Being aware of appropriate business opportunity" in "agree" condition when responding to Question B04, whereas 99 students (20.6%) said in "strongly agree" level, 99 students (20.6%) said in "neutral" condition. Therefore, these findings showed that most of the students they being aware of appropriate business opportunity.

Table 7: The descriptive statistics for entrepreneurial skills(Frequency/ Percent)

QUESTION B05: Have experience in the field of business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	16	3.3	3.3	3.3
	Disagree	70	14.6	14.6	17.9
	Neutral	123	25.6	25.6	43.5
	Agree	188	39.2	39.2	82.7
	Strongly agree	83	17.3	17.3	100.0
	Total	480	100.0	100.0	

Table 7 indicates that there are 188 students (39.2%) said that they "Have experience in the field of business" in "agree" condition when responding to Question B05, whereas 83 students (17.3%) said in "strongly agree" level, 123 students (25.6%) said in "neutral" condition. Therefore, these findings showed that most of the students they have experience in the field of business.

Table 8: The descriptive statistics for entrepreneurial skills(Frequency/ Percent)

QUESTION B06 : Exposed to the requirements to become an accomplished entrepreneur

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	1.9	1.9	1.9
	Disagree	18	3.8	3.8	5.6
	Neutral	132	27.5	27.5	33.1
	Agree	239	49.8	49.8	82.9
	Strongly agree	82	17.1	17.1	100.0
	Total	480	100.0	100.0	

Table 8 indicates that there are 239 students (49.8%) said that they "Exposed to the requirements to become an accomplished entrepreneur" in "agree" condition when responding to Question B06, whereas 132 students (27.5%) said in "neutral" level, 82 students (17.1%) said in "strongly agree" condition. Therefore, these findings showed that most of the students they exposed to the requirements to become an accomplished entrepreneur.

Table 9: The descriptive statistics for entrepreneurial skills(Frequency/ Percent)

QUESTION B07 : Able to identify the current needs of the community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	.4	.4	.4
	Disagree	20	4.2	4.2	4.6
	Neutral	114	23.8	23.8	28.3
	Agree	246	51.3	51.3	79.6
	Strongly agree	98	20.4	20.4	100.0
	Total	480	100.0	100.0	

Table 9 indicates that there are 246 students (51.3%) said that they will be "Able to identify the current needs of the community" in "agree" condition when responding to Question B07, whereas 114 students (23.8%) said in "neutral" level and 98 students (20.4%) said in "strongly agree" condition. Therefore, these findings showed that most of the students they will be able to identify the current needs of the community.

Table 10: The descriptive statistics for entrepreneurial skills(Frequency/ Percent)

QUESTION B08 : Instilling sensitivity towards the current needs of the community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	.8	.8	.8
	Disagree	21	4.4	4.4	5.2
	Neutral	113	23.5	23.5	28.8
	Agree	253	52.7	52.7	81.5
	Strongly agree	89	18.5	18.5	100.0
	Total	480	100.0	100.0	

Table 10 indicates that there are 253 students (49.8%) said that "Instilling sensitivity towards the current needs of the community" in "agree" condition when responding to Question B08, whereas 113 students (28.5%) said in "neutral" level and 89 students (18.5%) said in "strongly agree" condition. Therefore, these findings showed that most of the students instilling sensitivity towards the current needs of the community

Table 11: The descriptive statistics for entrepreneurial skills

QUESTION B09: Believing that the economic factor is not the main factor to succeed in business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	44	9.2	9.2	9.2
	Disagree	36	7.5	7.5	16.7
	Neutral	115	24.0	24.0	40.6
	Agree	177	36.9	36.9	77.5
	Strongly agree	108	22.5	22.5	100.0
	Total	480	100.0	100.0	

Table 11 indicates that there are 117 students (36.9%) said that "Believing that the economic factor is not the main factor to succeed in business" in "agree" condition when responding to Question B09, whereas 115 students (24.0%) said in "neutral" level and 108 students (22.5%) said in "strongly agree" condition. Therefore, these findings showed that most of the students believing that the economic factor is not the main factor to succeed in business.

Table 12: The descriptive statistics for entrepreneurial skills(Frequency/ Percent)

QUESTION B10: Wise enough in seizing the opportunity to build a network to do business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	7	1.5	1.5	1.5
	Disagree	23	4.8	4.8	6.3
	Neutral	118	24.6	24.6	30.8
	Agree	203	42.3	42.3	73.1
	Strongly agree	129	26.9	26.9	100.0
	Total	480	100.0	100.0	

Table 12 indicates that there are 203 students (42.3%) said that they "Wise enough in seizing the opportunity to build a network to do business" in "agree" condition when responding to Question B010, whereas 118 students (24.6%) said in "neutral" level and 129 students (26.9%) said in "strongly agree" condition. Therefore, these findings showed that most of the students wise enough in seizing the opportunity to build a network to do business.

THE SECOND OBJECTIVE:

Table 13 : The relationship between the value of trust with entrepreneurial skills

		Entrepreneurship	Trust
Entrepreneurship	Pearson Correlation		.455**
	Sig (2-tailed)		.000
	N		480
Trust	Pearson Correlation	.455**	
	Sig (2-tailed)	.000	
	N	480	

Table 13 demonstrates the analysis result outcome for the Pearson Correlation that measures the relationship between the mastery of trust value with the mastery of entrepreneural skills. Based on the table, it can be seen that the coefficient value ($r = .58$, $p < .05$) clearly shows a Moderate relationship that is significant between the trust value with the mastery of entrepreneural skills. Therefore, the null hypothesis (H0) stating that there is no significant relationship between the trust value and the mastery of entrepreneural skills is rejected.

THE THIRD OBJECTIVE:

Table 14: The relationship between the accountability value with entrepreneurial skills

		Entrepreneurship	Accountability
Entrepreneurship	Pearson		.710**
	Correlation		.000
	Sig (2-tailed)		480
	N		
Accountability	Pearson	.710**	
	Correlation	.000	
	Sig (2-tailed)	480	
	N		

Table 14 shows the outcome of the analysis results for Pearson Correlation that measures the relationship between the accountability value with the mastery of entrepreneurial skills. Based on the table, it can be seen that the coefficient value ($r = .710$, $p < .05$) has clearly pointed to the very significant relationship between the accountability value with the mastery of entrepreneurial skills. Thus, the null hypothesis (H0) stating that there is no significant relationship between the accountability value with the mastery of entrepreneurial skills is rejected.

CONCLUSION

Ethics is very important in the worlds of business and trade. William Shaw has written a book entitled *Business Ethics*. The writing has talked about several moral aspects in the business field such as moral and trading philosophies, morality aspects, normative theories in ethics, organisation and human in it, workplace, ethical choices among employees, consumers and the environment in public management, organisational management and business management. Business management involving buy-sell affairs, the importance of money and profit and loss, must also prioritise elements of humanity.

The findings also show that the mean score of the overall entrepreneurial skills are at a High level. The item "Realizing appropriate business opportunities" has the highest mean score. This finding is supported with the statistics of achievement of the

percentage of the entrepreneurial skills where the final-year UPM students measured through My3s have increased from 56.87% in 2010 to 81.30% in 2011 (Harian Metro 13 October 2012). This finding is harmonious with the study done by Rosbi Abd Rahaman et al (2011), who state that the correlation between the characteristics and business taken part by the respondents with the business success is positive. This means that if the business done carries some positive traits like being easy to handle, easy to obtain market opportunities and profits, then the tendency for the business to succeed will be greater.

The finding is not in line with one discovered by Hisyamuddin Hassan, in the teaching of the course named Entrepreneurship (EDU3422) particularly in the teaching and learning of the business programme project, where students face problems to choose among the types and shapes of the businesses that will be done. It also differs from the finding by Hamidah Yusof who states that the characteristics of Entrepreneurship of headmasters have been at the Moderate level. The finding is harmonious with the study by Norfadhilah Nasharudin, showing that IPTA students still have not shown the interest to become an entrepreneur which is 58% if compared with the programme that has been done at the university level. Although a majority of students are positive over entrepreneurial career, or 80.8%, this attitude is not adequate enough for them to have the enthusiasm to get involved in the field of Entrepreneurship. The interest towards entrepreneurial career is influenced by the students' main courses. Non-technical students are inclined to enter the field of Entrepreneurship in comparison with their peers studying in technical courses

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