

# Entrepreneurship Education: Unemployment Issues, People's Well Being and Entrepreneurial Intentions among TVET Graduates in Malaysia

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***Abstract---**Entrepreneurship and education play an important role in improving the well-being of the people by opening new career opportunities for the graduate itself and other people too. Entrepreneurship education equips graduates with entrepreneurial knowledge and skills, which can be their source of interest to become an entrepreneur when facing the possibility of not getting hired in the labor market. In this study, the Theory of Planned Behavior (TPB), models of "Entrepreneurial Event" and Economic-Psychological Model of Determinants of Entrepreneurial Intentions are being utilized. This article aims to discuss the issue of unemployment, people's well-being, entrepreneurial intentions and entrepreneurship education in Malaysia. This article could be used as a reference and is expected to assist various parties, especially the Ministry of Education Malaysia (MOE) and TVET institutions to produce successful young entrepreneurs.*

***Keywords---**Entrepreneurship education, entrepreneurial intentions, unemployment, well-being, TVET graduates*

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## I. INTRODUCTION

Education is the main requirement of the society, especially the youth who are the main assets and resources in the country's economic development (Badariah Hj Din, Abdul Rahim Anuar, & Mariana Usman, 2016; Isidore Ekpe, Razli Che Razak, Mohammad Ismail, & Zulhamri Abdullah, 2015; Kotásková et al., 2018; Simionescu, Lazányi, Sopková, Dobeš, & Balcerzak, 2017). The progress of the education sector, particularly tertiary education, has been widely recognized as one of the key elements to achieve a sustainable economic growth (Amanuddin Shamsuddin, Khairon Hamizah Mohamad Isa, Muhammad Naim Aziz, Nur Zahidah Nafisah Mohamed Mahfol, & Thevamar Alagari, 2013; Kotásková et al., 2018; Nkang, 2013; Simionescu et al., 2017). Technical and Vocational Education and Training (TVET) is one of the education branches that has been identified by the government as one of the major contributors to the country's economic growth (Affero Ismail & Norhasni Zainal Abiddin, 2014). Even the quality of skills-based education is also recognized to affect the country's economic growth (Olugbola, 2017). TVET education has a strong relationship with the growth of a country's economy. It is not just a process of production and transferring new knowledge and skills, but it is also an approach to help improve the country's economic situation

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(Rosni Bakar, Md Aminul Islam, & Jocelyne Lee, 2015). The educated and skilled communities will have a better chance of getting jobs and can directly reduce the unemployment rate of the country. This TVET education will directly improve the level of well-being for all levels of society in this country. It also provides an opportunity for individuals to improve their standard of living based on the knowledge and skills required. Even education can also be seen as a tool to eliminate poverty while entrepreneurship is a tool for economic growth (Rosni Bakar et al., 2015).

The role of tertiary education institutions is important in providing knowledge and skills as well as cultivating and inculcate the interest among graduates in the field of entrepreneurship, especially among TVET graduates. The meaning of interest here is an orientation of behavior towards an object, activity or certain experience, which is a statement of like or dislike or attraction and rejection (Li et al., 2011). The role of tertiary education institutions is crucial in providing knowledge and inculcate entrepreneurial intentions among TVET graduates, especially in facing the challenge of knowledge-based economy (Rosni Bakar et al., 2015). This is an act of preparing TVET graduates as a potential entrepreneur. Today's TVET graduates need to be emphasized and encouraged so that they are not only relying on and focusing to gain a job in the labor market, instead they need to be more confident in creating their own career opportunities by becoming entrepreneurs. The fact is that youth companies can generate jobs and lead to a country's economic growth (Isidore Ekpe et al., 2015). Therefore, entrepreneurial education should be emphasized to every TVET graduate as not only to master the knowledge and skills in the relevant field, but also to master the knowledge and entrepreneurial skills that can be combined with the existing skills. Creating a deep sense of interest in the entrepreneurship field among TVET graduates is an important part in ensuring TVET graduates to be able to create their own career opportunities and not to only expect jobs in the labor market( Li et al., 2011). Although entrepreneurial education has been taught in most tertiary education institutions, there are still many graduates, especially TVET graduates who are still unemployed. This is because they are still hoping to get a job in the labor market without realizing the existence of other opportunities. Therefore, this article aims to discuss the factors affecting the interest of TVET graduates to become entrepreneurs, which directly can help to reduce the unemployment rate and contribute to the well-being of the society and the nation's economic growth.

## **II. LITERATURE REVIEW**

Entrepreneurial intentions are influenced by various factors. This includes entrepreneurship education taught to TVET graduates during the study at tertiary education institutions. In fact, various programs related to the entrepreneurship development and motivational approaches are also being addressed by various related parties to ensure that entrepreneurial intentions among TVET graduates can be triggered. However, to determine various factors that are influencing entrepreneurial intentions in this article, the researcher needs to refer to relevant models and theories beforehand. It is therefore advisable for researchers to conduct a research and reviews beforehand regarding entrepreneurship by referring to some relevant models and theories before continuing the study to identify the graduate who wishes to become entrepreneurs and to determine some factors that may influence their decision to set up new businesses. Entrepreneurship studies are often linked to entrepreneurial intentions that can lead to the behavior of creating a new business (Abdullah Al Mamun, Noorshella Binti Che Nawi, Muhammad Mohiuddin, Siti Farhah Fazira Binti Shamsudin, & Syed Ali Fazal, 2017). Given the intentions and behaviors as a basic analysis, this article found that many studies had opted to use and making TPB as their model, as it is regarded as one of the major

theories-based models to illustrate entrepreneurial intentions (Ajzen, 1991). This has led to the reason why this study was conducted using empirical analysis to test the entrepreneurial intention among TVET graduates.

Abdullah Al Mamun et al. (2016) in his study found that training and skills had a significant positive impact on entrepreneurial intentions. The basis quality of entrepreneurship education depends on our understanding of entrepreneurial competence and the impact of the entrepreneurial intentions had towards the entrepreneurship. In the meantime, a study conducted by Isidore Ekpe et al. (2015) has focused on the relationship between entrepreneurial skills acquired by the graduate and their own practice of self-motivation as moderator. Other than that, Cheraghi and Schøtt (2015) also found that education and entrepreneurship are important in developing graduates' entrepreneurial competence during the early phase of career development, namely the intention of starting a business, when the business started, and when doing the business.

TPB is seen as the most appropriate to be associated with entrepreneurship in the study conducted by Isidore Ekpe et al. (2015). TPB describes entrepreneurial intentions relating to the manner of attitudes, controls of the observed behavior, and subjective norms (Ajzen, 1991). Meanwhile, Wan Nur Azlina Ibrahim et al. (2015) in her study has presented two major theoretical models, which is the Theory Of Planned Behavior (TPB) by Ajzen (1991) and Model of the "Entrepreneurial Event" (SEE) by Shapero and Sokol (1982). These major models and theories are being related to the entrepreneurship intentions among TVET graduates in Malaysian tertiary education institutions. Such a study by Isidore Ekpe et al. (2015) and Wan Nur Azlina Ibrahim et al. (2015) has related TPB with their studies, in which it has put emphasizes between the way attitudes, behavioral controls are observed, and subjective norms with one's entrepreneurial intentions. Unlike the study by Isidore Ekpe et al. (2015), this study had opted to use Model of the Entrepreneurial Event (SEE) by Shapero and Sokol (1982) instead of using the Theory of Entrepreneurship by Schumpeter (1942) to be associated with entrepreneurship intentions among TVET graduates. Abdullah Al Mamun et al. (2016) in his study focused on potential entrepreneurs and aimed at measuring entrepreneurial intentions among business graduates. Unlike Wan Nur Azlina Ibrahim et al. (2015) in her study and Isidore Ekpe et al. (2015), he solely associates with the Theory Of Planned Behavior (TPB) by Ajzen (1991). This is because entrepreneurial intentions represent the aspects of entrepreneurial behavior, and also the competition between entrepreneurial competencies and entrepreneurial intentions can be explained by TPB. The aim of the study is to categorize the entrepreneurial competency into various sub-construction. As such, he has focused on five types of entrepreneurs and competency, namely opportunity recognition, training and skills competence, risk-taking, innovative, and information-seeking competencies.

Davidsson (1995) has stated that the main determinant in entrepreneurship is the confidence one should possess in order to start and run the firm itself. This belief refers to the general attitudes and the attitude in the graduate domain, in which the general attitude refers to the more general psychological disposition while the attitude in the graduate domain is concerned with the specific entrepreneurship and the firm that the graduate is managing. Boyd & Vozikis (1994) in their study has determined the proper self-efficacy to study entrepreneurship. They find that the nature is the formation of specific tasks that include the belief in the value of a person from the point of internal personality and the external environment. They also found that self-efficacy was an important formulation to determine the strength of entrepreneurial intentions and entrepreneurial behavior. This self-efficacy is the nature of the confidence that a graduate must have. Meanwhile, Bandura (1997) had suggested four sources of self-efficacy namely, mastering

experience, psychological stimulation, substitute experience, and verbal persuasion which is an important factor affecting self-efficacy. His theory refers to one's beliefs in his ability to achieve goals through certain actions. Self-efficacy can affect psychological, behavioral, and motivational situations that can directly trigger entrepreneurial intentions (Bandura, 1997).

### III. UNEMPLOYMENT ISSUES

Unemployment is one of the macroeconomic problems that signal the use of inefficient capital resources in the market (Osman, Bachok, Muslim, & Bakri, 2015). This unemployment issue is not solely a state issue, but it is a global issue involving many countries (Boahin, 2018; Suhaili Hanafi, 2015; Zaliza Hanapi, Mohd Safarin Nordin, & Ridzwan Che Rus, 2015). The unemployment rate in Malaysia is at 3 percent, almost every year. In July 2017, the unemployment rate in Malaysia posted a value of 3.5 percent. However, it has dropped 0.1 percent to 3.4 percent in August 2017. Similarly, year-on-year, the unemployment rate in Malaysia dropped 0.1 percent compared to August 2016 (Malaysian Department of Statistics, 2018). Although it shows a slight decline, the number of unemployment rate in Malaysia continues to show an increase in 2015 compared to the previous years. This phenomenon persists from year to year with an uncertain unemployment rate of 3 percent per annum. The unemployment rate in Malaysia has shown a fluctuating trend starting from the early 1980s to 2010 (Osman et al., 2015). This explains that the issue of unemployment in Malaysia is a prolonged issue and not a temporary issue. Even though the unemployment rate in Malaysia is considered low as compared to other countries in Europe, this issue should not be ignored (Zaliza Hanapi et al., 2015).

The issue of unemployment and the difficulty of being hired among graduates of tertiary education institutions is very worrying (Dian Indrayani Jambari, Umi Asma' Mokhtar, Hana Yasmein Ishak, & Mohd Ridzwan Yaakub, 2015; Kee-Cheok Cheong, Hill, Fernandez-Chung, & Yin-Ching Leong, 2016; Mei Chou Chun & Hua Shen Chien, 2015; Norliana Hashim, Chang Peng Kee, & Mat Pauzi Abd. Rahman, 2016; Suhaili Hanafi, 2015; United Nations General Assembly, 2015; Zaliza Hanapi et al., 2015). This phenomenon is a comprehensive phenomenon involving many graduates, especially TVET graduates from different levels of study, different courses of study and involving various tertiary educational institutions. TVET graduates also have fewer employability skills as required by the employers in the industry (Aida, Norailis, & Rozaini, 2015; Kee-Cheok Cheong et al., 2016; Zafir Mohd Makhbul, Ishak Yussof, & Abd Hair Awang, 2015; Zaliza Hanapi & Arasinah Kamis, 2017). The concern regarding the unemployment issue is on the rise as there is a dramatic increase in the number of tertiary education institutions which has led to the increasing number of graduates in the labor market as well as the growing number of unemployment among graduates (Kee-Cheok Cheong et al., 2016). This phenomenon occurs as a result of inequality between the skill required by the employer of the industry and the skill possessed by the graduate (Noorazman Abd Samad, Wan Mohd Rashid Ahmad, Lai, Siti Noor Fazelah Mohd Noor, & Hairuddin Harun, 2018; Ridzwan Che Rus, Ruhizan Mohammad Yasin, & Mohammad Sattar Rasul, 2014). However, there is a much more serious concern that should be focused on regarding the quality of graduates, particularly TVET graduates of public tertiary education institutions, who reportedly did not meet the expectations of employers or worse could not perform their tasks as required by the employer (Kee-Cheok Cheong et al., 2016).

#### **IV. PEOPLE'S WELL-BEING**

There are several past studies that have examined the factors that can influence the well-being of a nation (Jackson & Wilton, 2017; Karimi, Leggat, Donohue, Farrell, & Couper, 2013; Muhammad Sabri Sahrir et al., 2016; Sánchez-álvarez, Extremera, & Fernández-berrocal, 2015). One of the factors being mentioned is employment or entrepreneurship. The people's well-being and entrepreneurship are closely linked together (Jackson & Wilton, 2017). The people's well-being is achieved when the people are able to meet the basic needs of their daily lives. And to meet these basic needs, one's must have a stable financial resources. Therefore, it is inevitable that each household must have a job either by having their own business or by working for others in order to achieve the financial stability thus, fulfilling their basic needs. If the unemployment rate in a country is high, then the people's well-being in that country can be said to be low (Kee-Cheok Cheong et al., 2016; Nkang, 2013; Norliana Hashim et al., 2016; Olugbola, 2017).

Thus, the role of entrepreneurship is very important in contributing to the well-being of a nation where a career as an entrepreneur does not only create employment opportunities for an individual, but it also will provide more opportunity for others. Nevertheless, Crocker (2006) found that human capital theory which supports the view that social well-being is not just related to the accumulation of capital, resources and labor, but it is also related to the acquisition of more knowledge and skill level. This view is also supported by a study conducted by Muhammad Sabri Sahrir et al. (2016).

Meanwhile, the Global Entrepreneurship Monitoring Report or GEM Report (2013) stated that American women that are involved in the entrepreneurship have a higher level of well-being compared to the other women in the United States. They also proved to have a higher rank in compared to the other women from different countries which also involved in entrepreneurship and generally higher than male entrepreneurs. In accordance to a study by Stengel (2015), the researcher stated that female entrepreneurs get a higher returns on their investment than their male counterparts. Participation of women in entrepreneurial activities enables them to achieve happiness, fulfill their needs and improve their well-being. The findings of this study show that entrepreneurship contributes directly to the well-being of a society. Making a suitable career choice is positively associated with well-being, work performance and academic success as well as one's career (Jackson & Wilton, 2017). Therefore, determining a graduate's early career, particularly to be an entrepreneur is a great alternative compared to them working for other people, in which it can directly improve their well-being and society in general.

Graduates need to be encouraged to choose entrepreneurs as their alternative career option than just waiting to be hired. However, every graduate in TVET should be given education, skills and exposure to entrepreneurship principles either through direct education programs or through participation in entrepreneurial development programs (Kee-Cheok Cheong et al., 2016). Various intervention programs such as youth development programs in which related to economic perspective and social well-being have been implemented. This innovative entrepreneurial program is expected to provide an opportunity to create and support youth development in the country (Kasim, Zulkharnain, Hashim, Ibrahim, & Yusof, 2014). With the birth of many young entrepreneurs, it can directly open up employment opportunities and further reduce unemployment and social problems, thus improving the overall well-being of a people's.

## **ENTREPRENEURIAL INTENTIONS AMONG TVET GRADUATES**

Entrepreneurial intentions are the starting point in creating new jobs and new ventures. As a first step, it is important for an individual to be considered as an entrepreneur to set up a business enterprise (Abdullah Al Mamun et al., 2017; Roya Molaei et al., 2014). Based on the entrepreneurial education taught in tertiary education alone, we cannot deduce that the entrepreneurial intention will be instilled among TVET students for them to become an entrepreneur in the future. This is because there are many other factors that are needed to influence the intention of a TVET students to become an entrepreneur. This statement is supported by the empirical evidence in a study regarding related factors affecting entrepreneurial intentions and initial preparations among university students in Malaysia which has been presented by Abdullah Al Mamun et al. (2017). Producing a successful entrepreneur is a tough effort since one needs to have a deep-seated entrepreneurial interest and desire (Badariah Hj Din et al., 2016). It requires a high level of effort and commitment to ensure that TVET students able to become a truly successful entrepreneur as their career after graduating. In fact, the government is also aware that entrepreneurship education is able to provide skills that are needed by TVET graduates to generate personal income that can directly improve the country's economic growth (Badariah Hj Din et al., 2016).

In addition, with the lack of mastery in the entrepreneurial education and the negative image spread by media resources regarding the business and the industry, it has reduced the intention of graduates to become entrepreneur (Wan Nur Azlina Ibrahim et al., 2015). However, there are studies that show the level of entrepreneurship skills is still at a high level. Therefore, it can be argued that the degree of intention among TVET graduates to become entrepreneurs is also high. This situation also explains that the intention of TVET graduates to become entrepreneurs can be inculcated since earlier on, starting from the secondary education level (Wan Nur Azlina Ibrahim et al., 2015). The aspiration of TVET graduates to delve into the entrepreneurship as one of their choices in establishing a career will open new opportunities and possibilities for them to generate income by self-employed. This situation has piqued the interest of many researchers to see the influence of graduates' intentions on the subject of entrepreneurship in tertiary education (Abdullah Al Mamun et al., 2016, 2017; Nazleen Nur Ain Zulkurnain & Sabri Ahmad, 2016; Rosni Bakar et al., 2015; Wan Nur Azlina Ibrahim et al., 2015). A study by Nazleen Nur Ain Zulkurnain & Sabri Ahmad (2016) has shown the role of entrepreneurial motivation, in which it acts as the mediator in the relationship between the perspective toward the behavior with entrepreneurial intentions and mediating the relationship between subjective norms and entrepreneurial intentions. This finding explains that the role of entrepreneurial motivation as a mediator is one of the significant key in order to increase the entrepreneurial intentions among TVET graduates. As such, besides entrepreneurial education, the role of entrepreneurial motivation is also necessary to increase the aspirations and desires of TVET graduates to become entrepreneurs. Exposure to entrepreneurship is required as it can be a motivation for TVET graduates to engage in the entrepreneurship field after graduation without solely put their hope for the employment in the labor market (Wan Nur Azlina Ibrahim et al., 2015).

Entrepreneurial intentions are the key predictors and the most crucial in determining the entrepreneurial behavior (Roya Molaei et al., 2014). This entrepreneurial behavior is the result of strong entrepreneurial intentions in an individual before starting any entrepreneurial activity. Since the entrepreneurial intention is an initiative to the entrepreneurial activities formed through competence, character, and interaction with the personal environment, therefore entrepreneurship intentions need to be studied in depth to understand the idea of starting a business and how

such an idea can come true (Abdullah Al Mamun et al., 2016). Entrepreneurial behavior is closely related to one's belief that eventually will trigger one's entrepreneurial intentions. From the viewpoint of entrepreneurship, attitude refers to the individual characteristics that encourage one to have a positive attitude towards the entrepreneurship in general and the intention of entrepreneurship in particular (Abdullah Al Mamun et al., 2017). Even TVET graduates in tertiary education institutions that are exposed to the entrepreneurial education can develop a more positive attitude to pursue a career as an entrepreneur (Abdullah Al Mamun et al., 2016). It is therefore desirable to conclude that attitudes not only affect entrepreneurship intentions, but also can initiate intentions (Abdullah Al Mamun et al., 2017). Hence, this entrepreneurial intention is not simply just an intention, but it needs to be understood and learned so that it can continue to grow and be a catalyst in order to trigger new ideas, in which can lead to the start of entrepreneurial activity.

The government played an important role in applying interest and initiating entrepreneurship intentions among TVET graduates. The aim of the government's approach in various training programs as to reinforce the employability skills and abilities of TVET graduates is to help them to gain employment in the labor market. In fact, it can also help them to create their own career opportunities by becoming an entrepreneur. The government also encouraged TVET graduates to venture into entrepreneurship through the provision of various facilities with the aim of improving their motivation (Wan Nur Azlina Ibrahim et al., 2015). Based on the government-provided training programs, TVET graduates have been exposed to the opportunity to create their own career, which indirectly creates entrepreneurial intentions as well as for them not to only rely on the employment in the labor market alone. The graduate of the training program had put their targets in different career opportunities and thus only develops and specialized their skills in related fields. Private sector involvement is encouraged and needs to be strengthened so that they can be directly involved in establishing a recognized internship program (Mohd Hazwan Mohd Puad, 2015). The program will able to directly provide exposure and entrepreneurship among TVET graduates for them to create their own job opportunities.

In addition, the involvement of the labor department and the private sector is necessary to support the government's move to improve the structural weakness in the labor market. This aim is to further enhance graduates' unemployment programs through knowledge sharing and skills, especially transferable entrepreneurship skills to enhance their capabilities as well as to create entrepreneurial intentions among TVET graduates (Aida et al., 2015). Entrepreneurship skills are important to inspire entrepreneurial intentions among TVET graduates. Disclosure in education and sharing of knowledge related to the entrepreneurship field can directly increase motivation and entrepreneurship intentions among TVET graduates. Mohd Yusof Husain, Mohamad Sattar Rasul, Ramlee Mustapha, Syed A. Malik, and Rose Amnah Abd Rauf (2013) in their study found that entrepreneurial skills, critical thinking skills and information management, and moral skills are employability skills that should be emphasized by technical institutions as the level of mastering these skills is at the bottom three compared to the other skills. Hence, the emphasis on entrepreneurial education is very important as it is the first step towards inculcating early entrepreneurial intentions among TVET graduates to become entrepreneurs.

Entrepreneurial intentions are the key factor in the involvement of TVET graduates as an entrepreneur. Meanwhile, the development of entrepreneurial intentions among TVET graduates has emerged as a result of the influence of entrepreneurial education (Wan Nur Azlina Ibrahim et al., 2015). Therefore, entrepreneurship education should be

emphasized especially in terms of improving its curriculum so that it can nurture entrepreneurial interest, which at the same time will motivate TVET graduates to choose entrepreneurship as their career choice (Wan Nur Azlina Ibrahim et al., 2015). The tertiary education institution is a major party that plays an important role in producing TVET graduates that has qualities in various aspects including knowledge and skills in related fields. They also play an important role in enhancing the level of skill among TVET graduates and thus, bore the responsibility to identify how they can further improve the skills of TVET graduates. In addition, tertiary education institutions are also suggested to promote social enterprises as an alternative business model in the curriculum. This situation will help to increase the level of entrepreneurial activity among TVET graduates, which is in line with their level of entrepreneurial activity in the beginning (Aida et al., 2015).

This effort can directly encourage TVET graduates to be entrepreneurs because of the skills and experiences that has been developed during the study. It can also produce a more competitive TVET graduates and allows them to adapt to different types of jobs, especially as entrepreneurs (Aida et al., 2015). Besides, Badariah Hj Din et al. (2016) in her study found that entrepreneurship programs offered by Universiti Utara Malaysia (UUM) are very effective in improving graduates' entrepreneurial skills and intentions. She also suggests that business plans, risk-based thinking, and the effectiveness of the program have a strong relationship with each other. This article, along with the findings of previous studies had suggested that it is very important to emphasize on entrepreneurship education in order to develop entrepreneurial intentions among graduates, especially TVET graduates. Previous research discussions also show that entrepreneurial intentions among graduates are among the key factors that encourage them to become entrepreneurs by creating their own job opportunities apart from hoping to gain a job in the labor market. The involvement of TVET graduates in the field of entrepreneurship can directly improve the well-being of the Malaysian society as a result of more job opportunities available in the labor market.

### **THE IMPORTANCE OF ENTREPRENEURSHIP EDUCATION**

The worldwide economic crisis has created the need to develop entrepreneurial skills and knowledge through the entrepreneurship education program among TVET graduates, as it is a necessary move towards a more productive youth income and thus, further develop the economic capacity (Olugbola, 2017). Entrepreneurship education in the Malaysian education system, especially in tertiary education institutions, is not simply an education anymore, but it is now a major need to be taught to every TVET graduates. Entrepreneurship and education are interconnected with each other and play an important role in enhancing the country's economic situation and prospects. Entrepreneurship helps to improve the economy by providing more job opportunities because with the shortage of job opportunities it will lead to a massive increase in unemployment rates and slowed down the pace of development in the country (Rosni Bakar et al., 2015). Thus, the application of entrepreneurial knowledge and skills among TVET graduates is desirable to ensure that each of them has the opportunity and potential to create their own job opportunities as well as expected employment opportunities in the labor market. In addition, this phenomenon can directly reduce the nation's unemployment rate and at the same time produce more employment opportunities to the community and thus help the country's economic growth and improve the well-being of the community( Li et al., 2011). Entrepreneurship is regarded as an important career that can increase the competition, growth, and sustainability of the country's economy when facing the challenges in this globalization era (Abdullah Al Mamun et al., 2016). Therefore, entrepreneurship education is necessary to be mastered by every TVET graduate, particularly the one that involve the basis of



entrepreneurial education. The basic tenet of quality entrepreneurship education depends on the understanding of entrepreneurial capabilities which in turn can influence entrepreneurial intentions of TVET graduates (Abdullah Al Mamun et al., 2017).

The government recognizes that entrepreneurship education is essential among TVET graduates in order to address various issues in the country, especially the issue of unemployment. The government is also aware that the lack of knowledge and awareness about entrepreneurship among TVET graduates will invite various problems and it will be one of the many challenges that need to be tackled by the country. In the early stages, the government through the Ministry of Education (MOE) has taken a drastic step towards implementing policies with the aim of enhancing entrepreneurial education programs. In 2010, the Entrepreneurship Development Policy was introduced to the tertiary education institutions with the aim to enhance entrepreneurial knowledge and entrepreneurial skills and to apply the interest and inclination of TVET graduates towards entrepreneurship career. This entrepreneurship program and training are very important to enhance employability skills of TVET graduates who can directly increase the motivation of their entrepreneurial readiness (Olugbola, 2017). This policy is considered important as there is a growing interest among many other countries in using the same method of inculcating an entrepreneurial culture through education and training in tertiary education institutions. This is because there is evidence exists that show entrepreneurial activity can be stimulated through entrepreneurship education and training (Badariah Hj Din et al., 2016).

TVET graduates today are less exposed to the importance and advantages of choosing entrepreneur as a career. Even TVET graduates look forward to getting a job in the labor market by learning just enough in enhancing their skills. However, many TVET graduates are unaware that career as an entrepreneur is an opportunity that can generate a high income apart from working with any organization in the labor market. A better control in the entrepreneurship education will actually lead to a higher revenue generation and will directly reduce the unemployment rate (Badariah Hj Din et al., 2016). Entrepreneurship education programs need to be strengthened so that they are in line with the current demands. Strengthening the entrepreneurial education programs has now become the quest for many tertiary educational institutions around the world as it has been acknowledged that entrepreneurial education program is very important in creating more young entrepreneurs for the future. Studies on this entrepreneurial education program need to be conducted continuously in order to ensure that the program structure that will be implemented is in line with the global requirements and challenges (Badariah Hj Din et al., 2016). In accordance with the state education system, especially in tertiary education institutions, it has listed entrepreneurial education program as one of the courses in its curriculum. This entrepreneurial education program is not only involving the educational institution exclusively for the academic field only, but it is also implemented in the TVET educational institution. This is a necessity given that it is in line with the goal of developing and enhancing the basic knowledge and skills of TVET graduates regarding entrepreneurship for them to start a new business (Wan Nur Azlina Ibrahim et al., 2015).

Entrepreneurship education not only open the opportunities for TVET graduates to create their own job opportunities, but it can also generate employment opportunities to other people. The establishment of business activities among TVET graduates resulting from entrepreneurial intentions is one of the tools that can stimulate the country's economic growth. Entrepreneurship is regarded as one of the key development initiatives that lead to more job opportunities in the labor market, boosting economic growth, reducing the unemployment rate, especially among

TVET graduates and thus reducing poverty and inequality (Abdullah Al Mamun et al., 2016). With this entrepreneurial knowledge and skills, it can promote the level of marketability of TVET graduates in the labor market. Some suggestions have been proposed to create a specialized entrepreneurial introduction module for TVET graduates in various fields of study which basically offer them the opportunity to learn and practice. This early module has the potential to lead the development of the next curriculum (O'Leary, 2017). Therefore, every TVET graduate should receive the benefits of entrepreneurial education provided by the educational institution that emphasizes skills such as creative problem-solving skills, the ability to adapt to the changes and innovation (Wan Nur Azlina Ibrahim et al., 2015).

## V. CONCLUSION

Entrepreneurial education can trigger entrepreneurial intentions among TVET graduates to become entrepreneurs. The role of entrepreneurial education is an important initiator of entrepreneurial intentions among TVET graduates to start a new business. The involvement of many TVET graduates in entrepreneurial field is a positive scenario that can help address the unemployment issues, especially among TVET graduates from tertiary education institutions and improve the welfare level of the public. The involvement of TVET graduates in the entrepreneurship are not only creates income, but also provides opportunities for other individuals from various levels of education and skills. This situation can directly, become a new source of employment for the community and at the same time it can improve the quality of life and economic status of the younger generation in this country. Entrepreneurship can provide space and employment opportunities in various relevant areas, especially for those who want to explore and create more lucrative income opportunities. Entrepreneurship is also seen as an opportunity for TVET graduates to improve their economic situation. TVET graduates can trigger entrepreneurship intentions starting with the exposure they obtain from entrepreneurship education. Although they do not become entrepreneurs by starting a new business, however, the entrepreneurial knowledge and skills they learn can still be used in their work (Wan Nur Azlina Ibrahim et al., 2015). An entrepreneurship education program is very important and needs to be learned by all TVET graduates as it is important for national development. Vocational education in Malaysia has provided a variety of skills that can be learned and acquired by TVET students through educational processes, which can help them when venturing into a business after graduation. Therefore, entrepreneurship education is important and should be taught to every TVET graduates in tertiary education institutions either directly or indirectly. This action requires TVET graduates to compete in the job market and even create their own job opportunities. The findings of this entrepreneurship study are very important to MOE to strengthen entrepreneurship culture among youth, especially TVET graduates from the tertiary education institutions in Malaysia.

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