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**FACTORS OF HAPPINESS WILL AFFECT UNDERSTANDING
OF ENTREPRENEURSHIP EDUCATION AMONG STUDENTS IN
SECONDARY SCHOOL**

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Abstract:

Entrepreneurship education is not only fostered at the tertiary level institutions but it has also been nurtured as early as the secondary school level in Malaysia. Regarding the awareness of the importance of entrepreneurship education, Malaysia have implemented subjects with elements of entrepreneurship in its education system, such as subjects' accounting and business subjects. Therefore, this study proposes profiling those who are already taken the subject in school and examining the factors of understanding entrepreneurship education will reflect the level of happiness in their studies. A sample of 266 students from 13 secondary schools in Northern Malaysia are involved in this study The study's findings indicate that more than half students understand and are happy with the entrepreneurial learning they have received and view business as an opportunity to involved.

Keywords:

Entrepreneurship Education, Secondary School, Happiness, Entrepreneurship Understanding, Profiling

Introduction

Entrepreneurship is an activity of creating or extracting value. With this definition, entrepreneurship is seen as a form of transformation that may encompass values beyond mere

economic generation. It cannot be denied that entrepreneurial activities are highly relevant in the process of national development and economic growth. According to Silva and Koggalage (2021), Phile et al. (2002), and Popescul (2017), the primary goal of entrepreneurship education at the school level is to produce students who are capable of creating careers rather than becoming employees to any employer. This demonstrates that a thorough understanding of entrepreneurship education is crucial and serves as the foundation for individuals to venture into business activities, especially for students who receive formal education in this field at school. Furthermore, interest plays a significant role in determining the inclination of school students to engage in entrepreneurship. A study conducted by Nawang and Mamat (2019) demonstrated that secondary school students who take entrepreneurship-based subjects have a high interest and a tendency to become entrepreneurs in the future.

This statement is supported by Yusof and Sapiah (2010) who agree that school students who have an interest in entrepreneurship have a high level of motivation to understand the subject by diversifying learning methods, including obtaining relevant materials related to entrepreneurship compared to students who are not interested in entrepreneurship subjects. This finding clearly indicates that secondary school students are able to better understand entrepreneurship if they have an interest in it. A study conducted by Nawang et al. (2016) on 41 secondary schools in Terengganu found that entrepreneurship education factors such as knowledge about entrepreneurship, entrepreneurial models and roles, financial management, and entrepreneurial skills have a significant relationship with interest and tendency to become entrepreneurs.

In addition, the factor of happiness also plays a crucial role in ensuring that an individual is able to optimize their inherent strengths and subsequently generate progressive energy (Hermans & Meijers, 2019). Huang (2016) and Hofman et al. (2014) interpret happiness as a positive emotional effect and satisfaction in life. If an individual finds joy in doing a particular task, the outcomes obtained are of higher quality and creativity. Therefore, it is important to understand the reflection of happiness in the context of studying entrepreneurship-related subjects among school students.

Literature Review

The implementation of entrepreneurial elements in schools is clearly demonstrated by the offering of Business subjects in secondary schools in Malaysia for Form 4 and Form 5 students. These subjects are electives for students. The main goal of the Malaysia Education Development Plan (PPPM) 2013-2025 is to produce highly knowledgeable students with critical thinking skills, leadership capabilities, good spirituality, and a strong national identity. Therefore, offering such subjects is highly suitable (Nurul Hidayah & Norasmah, 2021). According to them, fundamentally, students can also be exposed to entrepreneurial characteristics at the school level. Ahmad Rosli et al. (2017) also agrees that with early exposure to entrepreneurial knowledge and skills, students can start small businesses that contribute to income generation.

The selection of entrepreneurship-based subjects is not only important, but the determination of teaching sub-topics also needs to be taken into account to achieve the goal of disseminating entrepreneurship knowledge. For example, to achieve the primary goal of mastering entrepreneurship knowledge, the introduced Business subject covers THREE (3) domains, namely cognitive, affective, and psychomotor. In line with the assessment methods of student performance, the cognitive domain can be measured by testing the level of understanding of a

student, which will subsequently affect the affective and psychomotor aspects of their interest in venturing into entrepreneurship (Nurul Hidayah & Norasmah, 2021; Nur Asmaliza et al., 2020; and Nurul et al., 2019). Therefore, there is a need to explore the level of understanding of entrepreneurship-based education among school students. Omar et al. (2018), in a study conducted in Negeri Sembilan involving Form 5 secondary school students, found that subjects with entrepreneurship-related content such as Commerce and Accounting can enhance students' skills and knowledge in the field of entrepreneurship.

Yaacob and Salki (2018) state that the desire and interest of a school student are driven by the entrepreneurship education factor itself. In order to empower, cultivate, and foster interest in entrepreneurship knowledge and field, Ishar and Jabor (2017) suggest that the framework model needs to be improved by ensuring elements of creative and innovative thinking align with current technological advancements. Razak et al. (2018) also believe that out-of-class learning activities need to be implemented more effectively since there is a positive and significant relationship between interest and practical entrepreneurial skills.

A study conducted by Pihie and Bagheri (2010) involving 3,000 secondary school students in the states of Selangor, Pahang, and Perak who were pursuing technical streams showed a tendency towards entrepreneurship and high scores in entrepreneurial attributes. This further demonstrates that the entrepreneurship topics studied can be well understood and contribute to the inclination to engage in entrepreneurship. Good score achievements indicate that students have a good understanding of entrepreneurship subjects, which in turn affects their self-satisfaction. Alteneiji et al. (2023) have proven in their study that there is a strong and positive relationship between happiness levels and academic achievement. This means that the higher the academic achievements of a student, the happier they will be.

Methodology

A total of 266 respondents who took entrepreneurship-related subjects, namely Business and Accounting, in 22 schools in northern Malaysia answered the distributed questionnaire. Descriptive analysis was used in this study to explain the profile of the respondents and the level of enjoyment they experienced in studying entrepreneurship. Descriptive statistics were also conducted to measure the level of understanding of the students regarding entrepreneurship education taught in schools.

Findings and Discussion

Respondents Demographic Profiling

Table 1 shows the demographic data of the 266 respondents, where more than half of them are female (65.4%). Among the respondents, 243 (91.4%) are Muslims and 243 respondents are Malays. Furthermore, the data indicates that 159 (59.8%) respondents are in Form 5, while 107 (40.2%) respondents are in Form 4. On average, respondents do not participate in any additional courses outside of regular study hours (65%), and only 43 respondents (16.0%) stated that they engage in small-scale entrepreneurial activities.

Table 1: Respondents Demographic Profile

Categories	Item	Frequency	Percentage (%)
Gender	Male	92	34.6
	Female	174	65.4
Religion	Islam	243	91.4
	Buddha	23	8.6
Race	Malay	243	91.4
	Chinese	23	8.6
Age	16 years old	107	40.2
	17 years old	159	59.8
Level of Education	Form 4	107	40.2
	Form 5	159	59.8
Involvement in entrepreneurship learning outside the classroom	Yes	93	35.0
	No	173	65.0
Running personal business activities	Yes	43	16.0
	No	268	84.0

Reflection on Happiness in Studying Entrepreneurship

Table 2 presents the happiness of students in studying entrepreneurship. A total of 1.1 percent (3 respondents) were extremely unhappy with the entrepreneurship knowledge they acquired, while 3.4 percent (9 respondents) were unhappy with the entrepreneurship knowledge they acquired. About 16.9 percent (45 respondents) were unsure about their feelings towards the entrepreneurship knowledge they acquired, while 30.8 percent (82 respondents) and 47.7 percent (127 respondents) were happy and very happy, respectively, with the entrepreneurship knowledge they obtained.

Table 2: Reflection on Happiness in Studying Entrepreneurship

Item	Frequency	Percentage (%)
Very Happy	92	47.7
Happy	174	30.8
Not Sure	243	16.9
Not Happy	23	3.4
Very Not Happy	243	1.1

Analysis of Min towards the Level of Understanding of Entrepreneurship Education

Based on Table 3, the study found that most students tend to agree and strongly agree with each item regarding the determination of students' understanding of entrepreneurship. For the item 'I acquire business management knowledge in class,' 109 respondents (41%) strongly agreed, 88 respondents (33.1%) agreed, while 50 respondents (18.8%), 13 respondents (4.9%), and 6 respondents (2.3%) were uncertain, disagreed, and strongly disagreed, respectively. Furthermore, for the item 'I am interested in entrepreneurship subjects,' 89 respondents (33.5%) were uncertain, 82 respondents (30.8%) agreed, 73 respondents (27.4%) strongly agreed, 17 respondents (6.4%) disagreed, and 5 respondents (1.9%) strongly disagreed.

For the item 'I perceive entrepreneurship as a promising field to pursue.', 113 respondents (42.5%) strongly agreed, 99 respondents (37.2%) agreed, 44 respondents (16.5%) were uncertain, 9 respondents (3.4%) disagreed, and 1 respondent (0.4%) strongly disagreed. The item 'I learn techniques for promoting products' shows that 88 respondents (33.1%) were uncertain, 82 respondents (30.8%) agreed, 65 respondents (24.4%) strongly agreed, 20 respondents (7.5%) disagreed, and 11 respondents (4.1%) strongly disagreed. Furthermore, for the item 'I learn techniques for effective communication,' 90 respondents (33.8%) agreed, 81 respondents (30.5%) strongly agreed, while 80 respondents (30.1%), 12 respondents (4.5%), and 3 respondents (1.1%) were uncertain, disagreed, and strongly disagreed, respectively.

Meanwhile, for the item 'A business plan is essential for obtaining business capital,' 148 respondents (55.6%) strongly agreed, 76 respondents (28.6%) agreed, 32 respondents (12%) were uncertain, 7 respondents (2.6%) disagreed, and 3 respondents (1.1%) strongly disagreed. As for the item 'Entrepreneurship requires continuous learning,' 165 respondents (62%) strongly agreed, 61 respondents (22.9%) agreed, 35 respondents (13.2%) were uncertain, 3 respondents (1.1%) disagreed, and 2 respondents (0.8%) strongly disagreed. The item 'I receive exposure to business organizations in the class's shows that 111 respondents (41.7%) strongly agreed, 77 respondents (28.9%) agreed, 59 respondents (22.2%) were uncertain, 13 respondents (4.9%) disagreed, and 6 respondents (2.3%) strongly disagreed.

Next, the item 'I am aware that business carries the risk of loss,' had 181 respondents (68%) strongly agree, 62 respondents (23.3%) agree, while 16 respondents (6%), 5 respondents (1.9%), and 2 respondents (0.8%) were uncertain, disagree, and strongly disagree, respectively. As for the item 'Entrepreneurship means owning and managing a business,' 108 respondents (40.6%) strongly agree, 103 respondents (38.7%) agree, 49 respondents (18.4%) were uncertain, 5 respondents (1.9%) disagree, and 1 respondent (0.4%) strongly disagrees.

As for the item 'I am aware that business requires proper entrepreneurial skills,' 164 respondents (61.7%) strongly agree, 73 respondents (27.4%) agree, while 35 respondents (9.4%), 1 respondent (0.4%), and 3 respondents (1.1%) are uncertain, disagree, and strongly disagree, respectively. The item 'I often interact in class' shows that 89 respondents (33.5%) are uncertain, followed by 75 respondents (28.2%) strongly agree, while 72 respondents (27.1%), 28 respondents (10.5%), and 2 respondents (0.8%) agree, disagree, and strongly disagree, respectively.

For the item 'An entrepreneur has a strong desire to succeed,' 164 respondents (61.7%) strongly agree, 72 respondents (27.1%) agree, 26 respondents (9.8%) are uncertain, 3 respondents (1.1%) disagree, and 1 respondent (0.4%) strongly disagrees. Furthermore, for the item 'Entrepreneurship can generate income,' 189 respondents (71.1%) strongly agree, 52 respondents (19.5%) agree, 21 respondents (7.9%) are uncertain, while 2 respondents (0.8%) disagree and strongly disagree, respectively. The item 'I understand that service matters involve financial transactions' indicates that 114 respondents (42.9%) strongly agree, 77 respondents (28.9%) agree, 58 respondents (21.8%) are neutral, 13 respondents (4.9%) disagree, and 4 respondents (1.5%) strongly disagree.

Table 3: Analysis of the Mean Level of Respondents' Understanding of Entrepreneurship Education

Item	Strongly Disagree	Dis-agree	Un-certain	Agree	Strongly Agree
I acquire business management knowledge in class.	6 (2.3%)	13 (4.9%)	50 (18.8%)	88 (33.1%)	109 (41%)
I am interested in entrepreneurship subjects.	5 (1.9%)	17 (6.4%)	89 (33.5%)	82 (30.8%)	73 (27.4%)
I perceive entrepreneurship as a promising field to pursue.	1 (0.4%)	9 (3.4%)	44 (16.5%)	99 (37.2%)	113 (42.5%)
I learn techniques for promoting products.	11 (4.1%)	20 (7.5%)	88 (33.1%)	82 (30.8%)	65 (24.4%)
I learn techniques for effective communication.	3 (1.1%)	12 (4.5%)	80 (30.1%)	90 (33.8%)	81 (30.5%)
A business plan is essential for obtaining business capital.	3 (1.1%)	7 (2.6%)	32 (12.0%)	76 (28.6%)	148 (55.6%)
Entrepreneurship requires continuous learning.	2 (0.8%)	3 (1.1%)	35 (13.2%)	61 (22.9%)	165 (62.0%)
I received exposure to business organization in class.	6 (2.3%)	13 (4.9%)	59 (22.2%)	77 (28.9%)	111 (41.7%)
I am aware that business carries the risk of loss.	2 (0.8%)	5 (1.9%)	16 (6.0%)	62 (23.3%)	181 (68.0%)
Entrepreneurship means owning and managing a business.	1 (0.4%)	5 (1.9%)	49 (18.4%)	103 (38.7%)	108 (40.6%)
I know that business requires proper entrepreneurial skills.	3 (1.1%)	1 (0.4%)	35 (9.4%)	73 (27.4%)	164 (61.7%)
I often interact in class	2 (0.8%)	28 (10.5%)	89 (33.5%)	72 (27.1%)	75 (28.2%)
An entrepreneur has a strong desire to succeed	1 (0.4%)	3 (1.1%)	26 (9.8%)	72 (27.1%)	164 (61.7%)
Entrepreneurship can generate income	2 (0.8%)	2 (0.8%)	21 (7.9%)	52 (19.5%)	189 (71.1%)
I understand that service matters involve financial transactions	4 (1.5%)	13 (4.9%)	58 (21.8%)	77 (28.9%)	114 (42.9%)

Conclusion

Based on the findings above, the majority of students understand and enjoy learning entrepreneurship. They also strongly agree that entrepreneurship requires continuous learning and specific entrepreneurial skills. Although they acknowledge the risk of potential losses in entrepreneurship, they perceive it as a promising field worth pursuing. Additionally, they strongly agree that entrepreneurship can generate income, and that successful entrepreneurs possess a strong desire to continuously succeed in their chosen entrepreneurial path. These findings also indicate that students who are enthusiastic about learning entrepreneurship are likely to have an easier time grasping entrepreneurship education subject.

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