TALENT DEVELOPMENT FOR ENTREPRENEURSHIP AMONG STUDENTS IN UNIVERSITI MALAYSIA KELANTAN.

HARIHARAN A/L SIVAKUMAR
NEW YEN QING
NOR SYAHIDA BINTI FADZRY
NURIN AMIRAH BINTI HANIFF

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Talent Development for Entrepreneurship Among Students In Universiti Malaysia Kelantan

By

Hariharan A/L Sivakumar
New Yen Qing
Nor Syahida Binti Fadzry
Nurin Amirah Binti Haniff

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_____*nurin*_____
SIGNATURE
NAME: NURIN AMIRAH BINTI HANIFF

_____*hariharan*_____
SIGNATURE
NAME: HARIHARAN A/L SIVAKUMAR

_____*new*_____
SIGNATURE
NAME: NEW YEN QING

_____*syahida*_____
SIGNATURE
NAME: NORSYAHIDA BINTI FADZRY

Date: 02 February 2023

_____
SIGNATURE OF SUPERVISOR

DR. MOHD IKHWAN BIN AZIZ
Pensyarah Kanan
Fakulti Keusahawanan dan Perniagaan
Universiti Malaysia Kelantan

NAME:

Date:

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LIST OF ABREVIATION

BPR	Business Process Reengineering
C	Curriculum
CGPA	Cumulative Grade Point Average
FKP	Faculty of Entrepreneurship & Business
GLFPR	Graduates' Labour Force Participation Rate
HLA	Healthcare Leadership Alliance
IBIs	Islamic Banking Institutions
IBM-SPSS Version 25 of Windows	Social Sciences Statistical Package
MSMEs	micro, small & medium enterprises
PENJANA	National Economic Recovery Plan
PhD	Degree of Doctor of Philosophy
SAA	Bachelor of Accounting with Honors
SAB	Bachelor of Business Administration (Islamic Banking and Finance) with Honors
SAE	Bachelor of Entrepreneurship with Honors
SAK	Bachelor of Entrepreneurship (Commerce) with Honors
SAL	Bachelor of Entrepreneurship (Logistics and Distributive Trade) with Honors
SAR	Bachelor of Entrepreneurship (Retailing) with Honors
SEM	Structural Equation Modeling
SRS	Simple random sampling

T	Talent
TD	Talent Development
TM	Talent Management theory
UI	University Infrastructure
UMK	Universiti Malaysia Kelantan
UNiSZA	Universiti Sultan Zainal Abidin

ABSTRAK

Sejak kebelakangan ini, isu berkaitan kekurangan bakat dalam kalangan pelajar menjadi isu yang amat penting di Universiti Malaysia Kelantan kerana kekurangan ini akan memberi kesan buruk kepada universiti kerana pihak luar akan beranggapan pihak universiti tidak mengambil inisiatif untuk menangani masalah ini. Berdasarkan hasil kajian yang telah dilakukan, kami telah mencadangkan beberapa faktor yang boleh mempengaruhi perkembangan bakat dalam kalangan pelajar iaitu, bakat, infrastruktur universiti dan kokurikulum. Pihak universiti akan menganjurkan beberapa program dan menyediakan latihan untuk menarik minat pelajar melibatkan diri bagi mengembangkan lagi bakat yang sedia ada, kerana ini akan memberi impak positif kepada pelajar dan mereka akan memperoleh pengetahuan dan kemahiran yang baik. Jika nilai pekali Korelasi Pearson, r ialah 1.00, terdapat hubungan positif yang kuat antara pembolehubah, manakala nilai pekali Korelasi Pearson, r ialah -1.00, terdapat hubungan negatif yang kuat antara pembolehubah, apabila nilai P kurang daripada 0.05 adalah dianggap signifikan secara statistik. Berdasarkan keputusan nilai pekali korelasi Pearson, r dan nilai signifikan, p, dapat disimpulkan bahawa terdapat hubungan positif antara pembolehubah bersandar (Talent Development) dan pembolehubah tidak bersandar (Talent, Infrastruktur Universiti dan Kurikulum).

Kata kunci: pertumbuhan ekonomi, kokurikulum, pengetahuan yang baik, infrastruktur yang baik meningkatkan kemahiran pelajar, pembangunan bakat

ABSTRACT

Recently, the issue related to the lack of talent among students has become a very important issue at Universiti Malaysia Kelantan because this lack will have a bad effect on the university because outsiders will think that the university does not take the initiative to address this problem. Based on the results of the research that has been done, we have suggested several factors that can influence the development of talent among students, namely, talent, university infrastructure and co-curriculum. The university will organize several programs and provide training to attract students to get involved in order to further develop existing talents, because this will have a positive impact on students and they will acquire good knowledge and skills. If the value of Pearson Correlation coefficient, r is 1.00, there is a strong positive relationship between variables, while the value of Pearson Correlation coefficient, r is -1.00, there is strong negative relationship between variables, when P -value less than 0.05 is considered statistically significant. Based on the result of Pearson correlation coefficient value, r and significant values, p, it can be concluded that there are positive relationships between the dependent variable (Talent Development) and independent variables (Talent, University Infrastructure and Curriculum*).*

Keywords: economic growth, co-curriculum, good knowledge, good infrastructure improve student skills, talent development

CHAPTER 1

INTRODUCTION

In general, the objective of this research is to understand talent development for entrepreneurship among students at Universiti Malaysia Kelantan (UMK). Specifically, it focuses on determining Universiti Malaysia Kelantan undergraduates from the talent and talentdevelopment. The findings of this study will formulate the model of the talent upgrading skillsprovided to UMK undergraduates and also explain the actual phenomena that determine a talentshortage. This chapter has a few branches, which consist of an overview of the study, the background of the study, the problem statement, the research questions, and the research objectives. Followed by the scope of the study, the significance of the study, the definition of the term, and the organisation of the proposal are also included in this chapter.

1.1 BACKGROUND OF THE STUDY

Today, entrepreneurship is considered one of the most successful economic development techniques for boosting national economic growth and maintaining the nation's competitiveness in the face of escalating globalisation trends. For most of the population, oneof the main reasons entrepreneurships is so popular is its positive benefits on many nations as acatalyst for economic growth and the formation of job possibilities. Entrepreneurship is a vitalforce behind many countries' economic development, technological advancement, and competitiveness. In addition, most research has demonstrated a beneficial connection betweenentrepreneurship and economic growth regarding job creation, business survival, and technical progress (SelvaRaj, C.N., 2016). The business environment has shifted due to globalisation, becoming more complicated and intensely competitive (McKeown, T., and Pichault, F. (2021).Although companies from developed nations have built their empires globally, small and medium-sized enterprises from emerging economies have yet to succeed to that extent but strategically built their own space alongside the developed market. It has also promoted intercontinental trade and led to outsourcing, which allowed many

countries to adopt the outsourcing strategy of large organisations, reducing costs by obtaining less expensive labor (Mihailova et al., 2020). In this aspect, business organisations, particularly during the gig economy, have been vital to the economic development of many emerging economies, including Malaysia.

Saddozai, et al., (2017) stated that the ability to create and build something from nothing is what is meant by entrepreneurship. It involves creating a business or organization from the ground up rather than just observing, analyzing, or explaining it. Opportunities are sought, andit takes skill and talent to establish organizations, Mack. E et al., (2021). It also understands how to manage resources and ensure that revenue is always in good shape. According to him, being an entrepreneur means being willing to take chances and do everything it takes to succeed. The term "entrepreneurship" is now popularly used by all layers of society in their daily lives Ahmad et al., (2018). This particular topic is a subject of discussion among academics, economists, policymakers, and university students. Besides that, most higher education institutions conduct conferences, workshops, seminars, and webinars throughout the year to underline the significance of entrepreneurship for the development of a nation, a society, and an individual, Ghafar, A. (2020).

Business organisations are thought to be among the most promising when it comes to the rise of the skilled workforce's employment due to a lack of skills among these undergraduates, the demand in the industry cannot be met despite an increase in the number ofundergraduates. India and China, two nations whose economies are seen as emblematic of emerging markets, are dealing with acute talent shortages that are causing problems with employability in the majority of the sector (Latukha and Panibratov, 2016; Stahl et al., 2017). The core issue in emerging economies is a lack of skills (Minbaeva and Collings, 2013). A keyelement of talent management is skill (Garavan et al., 2018). Talent is defined as distinctive and valued talents that improve employees' capacity to carry out jobs (Collings & Mellahi, 2009; Garavan et al., 2018; Gallardo-Gallardo et al., 2017; Thunnissen, 2016). Although employability is a broad notion, talent is the essential ingredient for a productive worker. Therefore, talent and employability main components are skill and competency.

In 2021, the number of graduates in Malaysia increased by 4.7 percent to a record 5.61million persons (2020: 5.36 million persons). The number of graduates in the labor force, encompassing employed and unemployed, rose 4.6 percent to 4.77 million persons (2020: 4.56million persons). Meanwhile, Graduates' Labour Force Participation Rate (GLFPR) remainedas in the previous year at 85.0 percent. Employed graduates went up by 5.0 percent as of 2020to register 4.57 million persons (2020: 4.25 million persons). On the other hand, graduates' unemployment rate eased to 4.1 percent as compared to 4.4 percent recorded in the preceding year. Accordingly, the number of unemployed graduates reduced by 2.5 percent (-5. thousand) to 197.4 thousand persons as opposed to 202.4 thousand unemployed graduates in 2020. In themeantime, the number of graduates outside the labor force increased by 5.0 percent to 841.3 thousand persons (2020: 800.9 thousand persons).

The Government rolled out numerous initiatives towards multiple groups, including employers & employees, micro, small & medium enterprises (MSMEs), graduates, and youths.The overarching stimulus package, National Economic Recovery Plan (PENJANA)'s overarching stimulus package encompassed RM35 billion and was an inclusive and holistic approach to supporting Malaysia's economic recovery. Among the initiatives in PENJANA was The Hiring Incentive Programme, an economic recovery initiative to promote job creationamong employers while increasing employment prospects. Additionally, PENJANA KPT- CAP Programme covered three sub-programs: Place and Train, Entrepreneurship, and Gig Economy, intended to address the challenges of graduates' employability and unemployment. (Department of Statistics Malaysia, 2022).

1.2 PROBLEM STATEMENT

Most of the time, business firms look for undergraduates who can collaborate well across all departments and have a solid foundation of technical skills (Pereira et al., 2017; Scottand Chaston, 2018). Studies have shown that even when undergraduates have the same qualifications, their performance work may vary depending on whether they possess specific soft skills. Being armed with transferable talents is crucial in today's changing business climateas it allows undergraduates to move inside and outside the organization (Munjal et al., 2018). Developing soft skills is more crucial when performing worldwide than developing technical skills (Minbaeva and Collings, 2016).

One of the primary issues with talent development is the skills gap (McDonnell, 2011).The material that is now available reveals a notable discrepancy between the desired and necessary levels of soft skills among new entrants, who are undergraduates (Jackson and Bridgstock, 2018). It is crucial to address these skills gaps since they make people less employable and limit the talent supply for the future pool. If we look closely at the issue, we see that one of the causes of the gap is on the academic front, where students are not well- prepared for the workplace and do not effectively take advantage of the chance to improve theirskills and abilities while enrolled in higher education (Jackson and Bridgstock, 2020). Academically-based holistic professional development can improve students' employabilityand close the industrial talent gap.

According to the Department of Statistics Malaysia's Graduates Statistics, (2021), the graduate unemployment rate has decreased to 4.1% from 4.4% in 2020. Despite this decline, the percentage of graduates employed in low- and semi-skilled jobs in the labour market climbed to 33.9% from 31.2% the year before. They are a growing demographic that worries employers, economists, and governmental organisations since they represent a skills gap groupwith mismatched professions or talents. Many discover that the professions they studied for arenot in demand, have no openings, or require additional practical knowledge and abilities that can only be acquired through job experience.

The second problem of talent shortage, indicated that poor collaboration between

universities and industries also remains an issue of talent development (Mansor et al.,2014). Waemustafa (2013) supported this by stating that a holistic approach with industries player and education institutions could help the future of Islamic banking development. This issue frequently arises among practitioners in the Islamic banking industries or other industries. However, it seems nothing has stayed the same, and the issue remains unsettled. The curriculum can still reflect the industry'sneeds. Thus, the curriculum must be improvised to confront the rapid changes in the business industry.

In conclusion, only 31% of respondents in a recent Hays survey who surveyed more than 17,600 people worldwide reported they thought young people had the skills to enter the workforce after completing their higher education. Certain organisations have trouble finding talent with interpersonal and communication skills, problem-solving skills, analytical skills, and the capacity to operate in a team, according to Talent Corp's Malaysia Critical OccupationsList, which is compiled annually. If these problems are not resolved, there may be a bigger gapbetween those in mismatched jobs, which would weaken the labour market and have a negativeeffect on salaries and productivity.

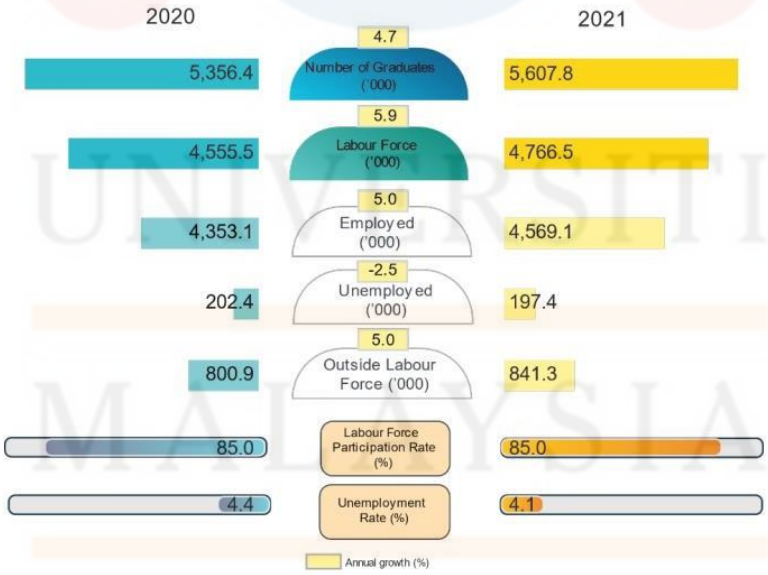


Figure 1.1: Principal statistics of graduates Malaysia, 2020 – 2021

1.3 RESEARCH QUESTIONS

1. What is the relationship between talent and talent development for entrepreneurship among students at Universiti Malaysia Kelantan?

2. What is the relationship between university infrastructure and talent development for entrepreneurship among students at Universiti Malaysia Kelantan?

3. What is the relationship between curriculum and talent development for entrepreneurship among students at Universiti Malaysia Kelantan?

1.4 RESEARCH OBJECTIVES

1. To examine the relationship between talent and talent development for entrepreneurship among students at Universiti Malaysia Kelantan.

2. To examine the relationship between university infrastructure and talent development for entrepreneurship among students at Universiti Malaysia Kelantan.

3. To examine the relationship between curriculum and talent development for entrepreneurship among students at Universiti Malaysia Kelantan.

1.5 SCOPE OF THE STUDY

The scope of the study is to find the determinant factors of talent development for entrepreneurship among students at Universiti Malaysia Kelantan. The focus of this study comprises two different parts. The first focus is to determine the antecedent's factor of talent development in UMK. The second focus is to identify the most dominant factor determinant oftalent development for entrepreneurship.

Four limitations of the study can be mentioned: location, unit analysis, tools of analysis, and sampling method. Hence, based on these limitations, the focus of the study can be narrowed down. Subsequently, the study is deemed to meet all the research objectives and answer research questions that have been derived. The details of the limitations will be discussed below.

1.5.1 Location

The scope of the study is limited to the student of Universiti Malaysia Kelantan, whichhas offered a related program in Entrepreneurship. To be in detail, there are six academic programs and courses in Universiti Malaysia Kelantan providing related Entrepreneurship programs that are Bachelor of Entrepreneurship (Commerce) with Honours (SAK), Bachelor of Entrepreneurship (Logistics and Distributive Trade) with Honours (SAL), Bachelor of Entrepreneurship (Retailing) with Honours (SAR), Bachelor of Business Administration (Islamic Banking and Finance) with Honours (SAB), Bachelor of Entrepreneurship with Honours (SAE), Bachelor of Accounting with Honours (SAA), and Bachelor of Science Statistics with Honors (IT). For that reason, other programs and courses are not included in this study. Further, private universities that have offered Entrepreneurship programmes that do not offer Entrepreneurship programmes are alsonot included in the study.

1.5.2 Unit Analysis

There are many populations available in this study. However, this study is limited to the

students that enrolled in the Entrepreneurship program at UMK. Hence, students at the same university but with a different enrolled program are strictly not included. The methodology section will discuss a detailed explanation of the justification selection of the unitanalysis.

1.5.3 The Analysis Tools

Although various analysis tools are available in this study, the researcher has outlined the appropriate analysis tools used in this study which are SPSS to help the research analysis of the data to derive an output. The involvement of a group of general practitioners and expertswould be able to ensure the extension validity of the study.

1.6 SIGNIFICANCE OF STUDY

This study's findings have three significant reasons why this research study is essentialand needs to be conducted. Nowadays, employers in Malaysia have increased their workforcedemands by hiring more potential talent employees. Thus, this situation will cause the problem of talent shortage in Malaysia to become increasingly apparent and cause the unemployment rate to increase. According to the Hays Asia Salary Guide (2022), almost 62% of employers are confident about hiring highly skilled and talented workers to adapt to workplace changes. Not only for employment but entrepreneurial talent development is also essential for undergraduate students to become an entrepreneur. Entrepreneurs play an important role in increasing job opportunities and decreasing the unemployment rate in Malaysia. To become asuccessful entrepreneur, they need skills and talent requirements, such as knowledge seeker, risk taker, and relationship builder.

As we know, Universiti Malaysia Kelantan is a public university in Malaysia, and it isan entrepreneurial university. UMK has provided many universities infrastructure and curriculum programs to encourage and develop entrepreneurial talent among students. Thus, this study's findings will further reveal whether students' talent development for entrepreneurship will be influenced by university infrastructure, curriculum, and talent.

Besides, previous research studies that other researchers conducted mainly focus on talent development in industry and occupational areas, but the research studies that focus on talent development for entrepreneurship among students in recent publishing are far too few. So, this research study was conducted to examine how university infrastructure, curriculum, and talent will affect talent development for entrepreneurship among students nowadays. Aftercollecting data from respondents, analyzing the data, and completing this research study, the researchers can get to know how the efficiency of these factors affects the talent development for entrepreneurship among students. It can also help education institutions to identify how they can develop entrepreneurial talent among students efficiently. Thirdly, this research finding also can help the researcher to explore talent development for entrepreneurship amongstudents.

Based on the reasons above, this research study seems necessary to be conducted by researchers to explore the perspectives of talent development for entrepreneurship among students.

1.7 DEFINITION OF TERM

Describe the definition of the main keywords used in this study. Each keyword used inthis investigation is described in the definition. The main keyword of the study is "establishment," which is based on the terms "talent development," "university infrastructure",and "curriculum."

1.7.1 Talent development

Gagne (2007) asserts that talent growth has demonstrated aptitude in any field and thatthis development process must be fostered to maximise any given skill. Amat Taap (2014) urges that qualified talent taken into an organization should undergo training and formal training to face changes in the current workplace environment regarding challenges and obstacles. However, Gagne (2003) found that talent can be developed through formal and informal training. As a result, structured talent development programs offered by higher education institutions are essential for producing skilled talent.

1.7.2 Talent

Morton (2004) contends that talent can be defined as having a high level of innate competence in a given activity. According to Smart (2005), a player with talent is one who ranks in the top 10% of players with that talent across all pay scales. According to Amat Taap(2014), there are two different types of talents: technical talent, which calls for specialized knowledge and special skills, and general skills, which include five essential functionallearning skills (personal skills, human skills, ethics and values, management and leadership, and teamwork). According to the studies thus far, in order to produce comprehensive talent, the talent development component should adhere to the three key pillars of talent, university infrastructure, and curriculum.

1.7.3 University infrastructure

Collaborative activities usually involve developing skills that meet industry needs and priorities. Therefore, to produce talent that suits the needs and priorities of the industry, a complete and conducive infrastructure becomes essential. Higher education is needed to provide the stated facilities to produce talents desired by the industry. However, Gow (1999) states that population growth is the main obstacle to meeting the growing educational demandfor university facilities. Likewise, with the current infrastructure, they cannot meet the needs of the teaching and learning approach. As for the changes in teaching and learning methods towards the academic community in any university, Andrews and Powell (2009) stated that it can be linked in part to the presence of effective interactive spaces in the university infrastructure. According to a 2012 study by McLaughlin and Faulkner, students show that often, universities provide infrastructure requirements that are not in line with what students actually need because today's students are in line with the changes brought by new technological advances and commercially oriented values. However, Amat Taap's (2014) research shows the importance of continuous collaboration between academic institutions andbusinesses.

1.7.4 Curriculum

One of the foundations of basic talent development is the curriculum. The content of the curriculum program provides students with the basic theoretical background necessary to understand business management administration. At the same time, it provides students with the knowledge and skills they need to successfully launch and run their own small enterprises(Venter, 2001). Tay Kay Luan (2013) asserts that a modern curriculum should be based on e- learning and mobile learning, be technologically advanced, and incorporate ethics into all education systems. Industry standards should be considered from a broad perspective. According to Syed Othman (2013), a comprehensive education program with a high-quality curriculum and content is necessary to develop the skills needed in any field. However, Amat Taap (2014) found that for educational programs to be

recognized in the sector, they must be accredited. In conclusion, operating materials and curriculum programs should be of the highest caliber, standardized, and accredited. This will guarantee that graduates or students willbe recognized in the domestic and foreign industries.

1.8 ORGANIZATION OF THE RESEARCH PROJECT

The research project is divided into six chapters. The first chapter is for the introductionof research. The first chapter contains several parts: an introduction, the background of the study, the problem statement, the research question, the research objectives, the scope of the study, the significance of the study, the definition of the term, and the organization of the proposal.

Followed by, in the second chapter discusses the literature review that is related to thestudy. This chapter not only focuses on the literature review but also contains an introduction,underpinning theory, previous studies, hypotheses statement, conceptual framework, andframework.

Next, the third chapter touches on the research methods, which are divided into a few parts. This chapter contains an introduction, research design, data collection methods, study population, sample size, sampling techniques, research instrument development, measurementof the variables, the procedure for data analysis, and a summary.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter endeavors to delve into a critical and rigorous review of literature relatedto the topic and variables of the study. Thus, it provides an even better understanding and analysis of the literature that seeks to identify the relevant factors affecting talent developmentin Entrepreneurship among students at UMK. Identification of the relevant factors is to formulate the conceptual framework of the talent development for Entrepreneurship among students in UMK. For that purpose, this chapter provides a comprehensive review of the past studies and literature that are relevantly related. Moreover, the introduction of talent development history for Entrepreneurship also have been mentioned in order to get history focus for talent development in UMK. Apart from that, there are related underpinning theoriesthat are appropriate for the study focus that was also discussed. Eventually, this chapter leads to the formation of a conceptual framework that is used in this research and to answer the firstresearch objective.

2.2 DEPENDENT VARIABLE

- Talent development for entrepreneurship among students at Universiti Malaysia Kelantan.

Independent variables have an impact on dependent variables. Talent development is a process of development that needs to be encouraged to enable any specific talent to perform atits highest level, according to Aziz, M. I. et al. (2016). It has demonstrated ability in any domain.Amat Taap (2014) argued that qualified talent brought into an organisation should undergo formal training and practice to deal with changes in the current workplace environment in terms of challenges and obstacles, despite the fact that Gagne (2003) noted that talent development could occur through both formal and informal training. In order to offer competent talent, institutionalized talent development

programmes run by higher education institutions are therefore necessary. There are various definitions of entrepreneurship in the literature. Francis Chigunta (2010) a professor at the University of Oxford, defined youth entrepreneurship as "the practical application of enterprising qualities, such as initiative, innovation, creativity, and risk-taking into the work environment either in self-employment or employment in small start-up firms, using the appropriate skills necessary for success in that environment and culture. Self-efficacy in career and talent development involves three parts. Developing one's talents (talent development), gaining and using good work habits (work habits and values), and investigating career options (career exploration) all require the courage to put life skills into practice (Yuen et al., 2010). It was discovered that academic achievement and career decisionself-efficacy were related to career and talent development self-efficacy (Fan, Hao, & Yuen, 2013). Aziz, M. I. et al. (2016) emphasized that curriculum that could provide and educate talent with necessary knowledge should be included in talent development. According to research by Amat Taap (2014), the curriculum plays a crucial role in the development of talent.There are some claims that the environmental component cannot operate as a catalyst for the development of skill. Similar to this, Uline and Tschannen, (2008) study found that student achievement is positively impacted by the standard of school infrastructures. In conclusion, inorder to produce talent that is well-rounded, the talent development component must support the three key pillars of talent, university infrastructure, and curriculum.

2.3 INDEPENDENT VARIABLE 1 & DEPENDENT VARIABLE

- Relationship between talent and talent development for entrepreneurship among students at Universiti Malaysia Kelantan.

In fact, the term of talent has different definitions. Based on the Oxford Dictionary, talent is a natural ability or competence to perform something or do a job to an excellent standard. On the other hand, talent comes out from ability as a direct result of their educationalexperiences, Gagne's (2000). Tansley (2011) pointed out that a person's talent is a set of abilitiesor skills possessed by an individual. Besides, talent is also a valuable characteristic in any individual, and businesses always look for skilled workers. Nowadays, most career areas haveshown excellent skills by virtue of being talented in that area. For example, entrepreneurs, educators, actors, inventors, athletes and so on. Talents are highly desirable in the labour market because “Talent” includes innovation, communication and adaptability. As stated by Dave Ulrich and Norm Smallwood (2011), every worker of the company has the potential to be and should be valued as a "talent". A person's talent can be discussed as follows: competence* commitment* contribution. In addition, talent can be developed, refined and perfected, thus talent will influence talent development for an individual because talentdevelopment includes up-skill and reskill of individual or employees. According to Sangeeta Bharadwaj Badal (2014), an entrepreneur needs to have some necessary traits to achieve success. The person who is not born with natural entrepreneurial talent, they can get the chancesof success through talent development and growth.

2.4 INDEPENDENT VARIABLE 2 & DEPENDENT VARIABLE

- Relationship between university infrastructure and talent development for entrepreneurship among students at Universiti Malaysia Kelantan.

A good infrastructure improves students' studies and ensures that they are safe, healthyand comfortable at the university and these facilities can also attract students to get involved in activities at the university, thus students can further develop their talents. University infrastructure, such as fields, music rooms, and theater rooms, help students participate in different activities, which help develop students physically, socially, mentally, and emotionally.The study concludes that university infrastructure contributes positively to developing talent among students at Universiti Malaysia Kelantan.

2.5 INDEPENDENT VARIABLE 3 & DEPENDENT VARIABLE

- Relationship between curriculum and talent development for entrepreneurship among students at Universiti Malaysia Kelantan.

According to Tay Kay Luan (2013), a pointed curriculum should be technologically driven and based on e-learning and mobile learning, and should include ethics in any educationsystem. Industry standards should be looked at from a global viewpoint. Supported by Syed Othman (2013), the education programme should be a very comprehensive programme with high quality curriculum and content essential to produce the talents needed in any field. The link between education, training, intent, and actual career choice to start up a business is a complex process and remains under-investigated (Nabi and Holden, 2008). Nevertheless, AmatTaap (2014) revealed that an education programme should have an accreditation to be recognized in industry. In conclusion, curriculum programme conduct and content should havea high quality, standardization, and accreditation. This

is to ensure the graduate or student willbe recognized among industries locally and internationally.

2.6 UNDERPINNING THEORY

Before getting into the details of the underpinning theory for this research study, the term talent needs to be defined. Talent can be defined as a special that someone has to performsomething well. According to the article from tutorials point (2022), when an individual acquires skills, knowledge, experience, intelligence, ability to grow and learn, attitude, and self-motivation, he/she can be said to be talented. But talent is always compared with skill, which is an ability acquired and developed through practice. As other authors said, skills and knowledge will be 'easy' to teach compared with talent. It is because talent pertains to characteristics much more unique Buckingham and Vosburgh (2001).

In this research study, Talent Management (TM) theory is the underpinning theory thatis adopted for conducting and completing the research study. In fact, Talent Management (TM)is more focused on Human Resource developments in most of the previous studies and it has different definitions that reflect some key Human Resource developments in modern societies.During the very early stages, a portion of the emphasis was placed on recruitment, particularlyfor jobs in high management, and the importance of choosing the smartest and most capable talent is associated with the assessment of traits indicative of successful management Miner (1973). But more exact definitions have developed throughout time. As stated by Collings and Mellahi (2009), Talent Management (TM) can be defined as activities and processes that involve finding key positions that contribute differently to the organization's long-term competitive advantage, the development of a talent pool of high-performing current employeeswho can fix into these positions. According to Muhammad Shehroz (2020), maximizing people's talents is a source of ongoing competitive advantage and has been the driving force ofTalent Management (TM) theories.

In order to ensure the continued success of an organization, talent management strategies

place an emphasis on developing the skills, abilities, and experiences of high- performing workers. Not only that, but Talent Management (TM) is also important for ensuringthe continued success of students in higher education institutions and developing entrepreneurial talent among students. According to Andrew P Bradley (2016), both teaching and research activities are important in talent management and development. Universities require to identify high-value-added roles in both teaching and research. Apart from that, it is crucial to take into account talent management at both the university level and the level of theorganizational unit.

Thus, Talent Management (TM) theory is used in this research study because Talent Management (TM) includes talent acquisition, development, and preservation. Talent development is covered and extended beyond talent management. Based on the article from Association for Talent Development, talent development is an important tool for unlocking human potential. To some, talent development is a set of capabilities that can be put into practice for driving organizational results through the creation of processes and frameworks that advance training and development strategies, succession planning, and learning opportunities. Talent development is important for students to develop their potential, and skillsand higher-educational institutions play a vital role in fostering the development of workforcesthat are highly skilled and talented by developing talent among students, especially entrepreneurial talent.

In conclusion, this research study focuses on talent development for entrepreneurship among students at Universiti Malaysia Kelantan (UMK) to give some ideas for readers and educational institutions about the relationship between university infrastructure, curriculum, talent, and talent development among students.

2.7 PREVIOUS STUDY

The ability to run a business is one of the things that will help an individual gain profit. Gaining business knowledge can help someone become a successful entrepreneur. The ability to apply business principles, especially systems thinking, is referred to as having business skills.Project management, organizational business, and personal ethics, facilities planning, purchasing procurement, evidence-based practice, inventory control system, proposal analysis and contract negotiation, critical thinking, and analysis, needs analysis for and/or the desirability of outsourcing, and outcomes management implementation are among the ten general areas that the Healthcare Leadership Alliance (HLA) found to be pertinent at the broadcast level. Even though research on entrepreneurship talent development has recently begun, it has not yet been formalized through an empirical study. As an outline, consider the cases of leadership behavior and Business Process Reengineering (BPR) outcomes in 1999 and leadership development and self-development in 2000. Due to the amazing rate of entrepreneurship growth and the growing demand for talent, empirical research on talent data is now urgently needed to support the talent for entrepreneurship skill growth. Several studies have been conducted, although they are still insufficient.

Aziz, M. I., Afthanorhan, A., and Awang, Z. (2016) conducted a study regarding the Talent development model for a career in Islamic banking institutions: A SEM approach which states that Malaysia is one of the six countries at the core of global Islamic banking leaders thanks to an astounding track record in Islamic banking. The demand for professional Islamic banking talent has increased among Malaysian Islamic banking organizations due to the growthand development of Islamic banking (IBIs). All 25 Malaysian IBIs are impacted by this situation, which has led to an 82% talent shortage. The impacts of the talent shortage on talent development are discussed in this article. It was discovered that a solid teaching pipeline is crucial for the development of talent, acting as a catalyst for curriculum and talent growth. A holistic strategy for talent development that integrates talent, university infrastructure, and curriculum can help to resolve a problem in the future since talent development has a significantimpact on the talent shortage.

Che Nor Amira Binti Che Rus (2013) carried out a study entitled Awareness of studentsin Universiti Malaysia Kelantan towards the importance of learning business skills via Seminars, entrepreneurship education, and training in conjunction, this study has discussed therelationship and significance of the student's awareness in learning business skills via seminars, entrepreneur education, and training and making it one of the futures of the career can be an entrepreneur. This study tries to make the students aware of learning business skills. In completing this study, about 100 questionnaires had been distributed randomly to the respondents which are the students from Universiti Malaysia Kelantan to measure whether theindependent variables that are suitable and related to learning business skills via seminars, entrepreneurship education, and training.

Aziz et al., (2016), a study found that the development of talent was positively impactedby talent, curriculum, and university infrastructure. With a total population of 2,507, this study's methodology included 335 respondents from Malaysian UAs. Additionally, the research findings have recommended talent development in IBIs to unlock the potential of women and government assistance to speed up the process of lessening the talent shortfall. Thegoals of the study are to design a talent development model and confirm the variables in orderto influence the outcome.

Likewise, Mansor et al., (2016) conducted a study with three primary goals that focusedon investigating and assessing the relationship between human capital development and the related impact on knowledge, creativity, and interpersonal skill with a competitive 50 advantage. Then, which factors have the most impact on gaining a competitive edge on the growth of human capital. The population of the study consisted of 709 samples drawn from a population of roughly 1600 students in the business faculty. As a result, the study highlights knowledge and interpersonal competence as the only two criteria with considerable value. Knowledge has also had the most significant impact on competitive advantage.

Aini Farihana et al.,(2015) carried out a study entitled The Influence of Entrepreneurship training On Enterprise Knowledge And Skills among Graduates In University Malaysia Kelantan. The study is undertaken to identify the influence of training onenterprise knowledge and skills

among University Malaysia Kelantan graduates. The business skills and knowledge are insufficient to turn a graduate into an entrepreneur. So training is needed in communication skills, expanding networks, and developing knowledge to mould their interest, thinking, and behavior. A model for entrepreneurship education and training thatis considered “effectiveness” will be the key outcome rather than learning alone. Training if successful will influence graduates with the necessary knowledge and skills. In managing a new start-up, training help graduates avoid any fundamental mistakes and help to make betterdecision. The entrepreneurship training gives a positive impact on the graduates to enhance their communication skills, upgrade their networking and add to their knowledge.

Lastly, due to changes in sociodemographic that have altered the development of talent,the talent development model has become more complicated and advanced in the millennium period and has been assimilated into the contemporary environment. The model for developing talent earlier was modified to meet the demands and preferences of the time Renzulli (2012) must reevaluate the prior talent development methodology and adopt a fresh strategy. This study concentrated on the leadership and creative productivity that aspire to make the world a better place.

In conclusion, previous studies that were conducted by other researchers showed that talent development has a significant impact on the talent shortage among students and employees. Education and training have shown that giving a positive impact on the graduates with knowledge and skills. Talent, university infrastructure, and curriculum are important factors and play an important role in talent development according to some of the previous studies. These factors can help to develop talent among students and directly solve the problemof talent shortage in future. Thus, this research study is conducted to give further ideas on the relationship between talent, university infrastructure, curriculum and talent development.

2.8 HYPOTHESES STATEMENT

The hypotheses are

H1: There are significant relationship between talent and talent development for entrepreneurship among students in Universiti Malaysia Kelantan.

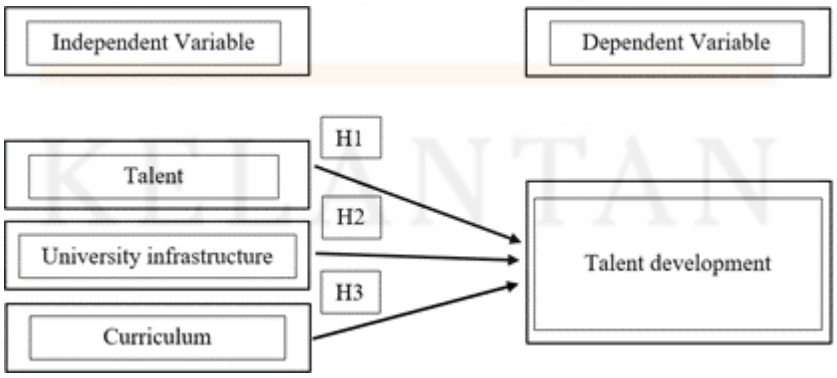
H2: There are significant relationship between university infrastructure and talent development for entrepreneurship among students in Universiti Malaysia Kelantan.

H3: There are significant relationship between curriculum and talent development for entrepreneurship among students in Universiti Malaysia Kelantan.

2.9 CONCEPTUAL FRAMEWORK

According to the discussion in the university organization about talent, university infrastructure, and curriculum, it can be concluded that a set of conceptual frameworks is obtained from each relationship. Therefore, the purpose of this concept is to know the talent among the students of Universiti Malaysia Kelantan, this concept also encourages students to develop talent to a higher level because this plays a very important role in reducing the unemployment rate in Malaysia. In addition, this concept is also an effort by the university to produce talented students in entrepreneurial management.

Figure 2.1: Conceptual framework of talent development for entrepreneurship among students in Universiti Malaysia Kelantan.



Based on figure 2.1, there are two categories, the first is the dependent variable which is talent development for entrepreneurship among students in Universiti Malaysia Kelantan and the second category is the independent variable which is talent, university infrastructure, and curriculum. Through a conceptual framework to study the extent of the lack of talent amongstudents and this study can also help the university overcome the problem.

2.10 CONCLUSION

Overall, the review of literature comprised of literature review, underpinning theory, previous studies, hypothesis and conceptual framework development. Literature review includes an overview of dependent variable (Talent development) and independent variables (Talent, university infrastructure and curriculum). In this research study, Talent Management (TM) Theory is the underpinning theory that is used by the researchers because talent development is covered and extended beyond talent management. For this reason, it is justifiedthat the presume of this research is to furnish the divergence of the literature that has been identified through the main and sub-dimension of the research. Based on the previous studies,talent development is positively impacted by talent, university infrastructure, and curriculum. These factors play an important role in talent development. Apart from that, there are three hypotheses in this research study, which are the significance relationship between talent, university infrastructure, curriculum and talent development. Then the conceptual framework will be presented to show the overall literature review.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research methodology that is connected to the conceptual and theoretical framework model based on the study's empirical findings. As a result, this chapter is divided into eight sections that each defines in further detail the methodology, methodologies, and measuring methods used in the study. Additionally, the methods used for data gathering and analysis are thoroughly detailed in this chapter.

There are eight major sections explaining how the research was conducted. Firstly, it briefly discusses the whole research design of the study. Secondly, the data collection methodimplemented in the study is elaborated while the core population that the study focuses on is briefed in the third section. The next section covers the sample size of the study and is followed by the sampling technique which could identify the accuracy of the data. The research instrument development employed to collect information from the sample is described in the sixth section, with the seventh section elaborating on the measurement of the variables that have been used to complete the studies. Finally, the eighth method briefs on the procedure of the data analysis that will avoid statistical error at the end of the study. The explanation includesthe rationale and justification for the chosen method and a detailed description of the employedmethod. The chapter also illustrates the steps used to guarantee that the study adhered to ethicalresearch practices.

3.2 RESEARCH DESIGN

This study is to examine talent development for entrepreneurship among students at University Malaysia Kelantan. Thus, a quantitative approach used to outline the study among UMK students. Moreover, the research design involves description research using a survey method by a structured questionnaire to collect the information.

For this reason, this study consists of exploration, descriptive, and explanatory characteristics. The justifications are as follows: firstly, study on the determinants of talent development and entrepreneurship among UMK students. On that account, this study accommodates the exploration of the required characteristics of the talents. Secondly, this study yearns to adumbrate a comprehensive reality of the factors contributing to talent developmentamong entrepreneurship in UMK students. Henceforth, it does entertain the descriptive value from the feasible study. Thirdly, this study also explains the relationship between measurable variables through its comprehensive analysis. Ergo it has a significant explanatory character.

3.3 DATA COLLECTION METHOD

Data collection method for this study refers to the ways that are used to gather information from various related sources such as focus groups, interviews, questionnaires, observations, experiments, and so on. In fact, data collecting methods that are used to form theresearch study could be quantitative and qualitative data collection methods. Quantitative datacollection methods rely on random sampling and structured data collection tools that can classify a wide range of experiences according to a set of predefined response categories. Quantitative data collection strategies include surveys, questionnaires, face-to-face interviews, telephone interviews, experiments, and observations. In this research study, the researcher useda quantitative approach to conduct the research study titled “Talent Development for Entrepreneurship among students in UMK”, thus quantitative data collection methods will be used in this research study. According to Kimberly Houston (2022), a quantitative study collects and analyzes numerical data to either accept or reject a hypothesis. The quantitative method is categorized into two data collection methods, which are primary and secondary datacollection.

3.3.1 PRIMARY DATA COLLECTION

Primary data is also known as raw data and it refers to the information that is collectedfrom first-hand sources, such as through surveys, questionnaires, observations, andexperiments. To achieve three of the research objectives, this research study has used primarydata collected from respondents Faculty of Entrepreneurship & Business (FKP) students in University Malaysia Kelantan through questionnaires in Google form. The questionnaires via Google form were randomly distributed to the FKP students in UMK through social media platforms, such as Facebook, Whatsapp, and Instagram. Respondents answered all the questions based on their perspectives. The questionnaire is the most suitable method to reach the respondents and collect large amounts of information from target respondents in this Covid-19 pandemic situation. After collecting the primary data from the questionnaire, the researchersbegan analyzing the data and determining whether the hypothesis is rejected or supported. The findings from the respondents showed how strongly the independent and dependent variableswere related.

3.3.2 SECONDARY DATA COLLECTION

Secondary data refers to second-hand data or existing data that was collected and generated by someone else. Judy F Burnham, (2006), the Scopus database provides access to STM journal articles and the references included in those articles, allowing the searcher to search both forward and backward in time. The database can be used for collection development as well as for research. Apart from that, this research study also used some existing data statistics and information on background literature review from other journals, scientific research projects, and articles. These secondary data sources are also used to supportthe theory in this research.

3.4 STUDY POPULATION

Target population refers to a theoretical population and it is a particular group of peoplewho are targeted by researchers in generalizing the results. The population of FKP students is 3451 and it is one of the districts in Taman Bendahara. It is easier for the mediator to do this study. This population is chosen due to the enormous number of students and the fact that UMK is a university based on "entrepreneurship," finding respondents will be simple and effective in achieving the objective.

3.5 SAMPLE SIZE

According Prashant Kadam et all., (2010), simply put, the number of participants in a sample. Simarjeet Kaur, 2017, sample size determination is the essential step of research methodology. As eloquently stated by Roscoe (1975) developing a sample size larger than 30 and less than 500 are suitable research studies. For this study, the researchers focused primarily on student-form courses SAA, SAK, SAR, SAB, SAL, SAE and IT to strengthen the hypotheses related to talent development.

This questionnaire will be distributed to 346 random respondents which are from the different courses in FKP. All the respondents are business and undergraduate students at UMK.

Table 3.1: Table for determining sample size of a known population

Table 3.1

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

3.6 SAMPLING TECHNIQUES

Sampling is an important technique in statistical analysis, which consists of selecting some part of a population in order to estimate or learn something from the population at low cost. Simple random sampling (SRS) is a basic type of sampling, which is often used as a sampling technique itself or as a building block for more complex sampling methods. Frank Olken et all., (1986), random sampling is used on those occasions when processing the entire dataset is not necessary and is considered too expensive in terms of response time or resourceusage. For instance, (Dasgupta et al., 2009) show that with proper sampling, the solution to thesubsampled problem of a linear regression problem is a good approximate solution to the original problem with some theoretical guarantee.

3.7 RESEARCH INSTRUMENT DEVELOPMENT

The research tool used in this study is a questionnaire to gather information from respondents, who are students at the Faculty of Entrepreneurship & Business. The instrument utilized in this study was created, modified, and used in a questionnaire that was given to undergraduates at Universiti Malaysia Kelantan regarding the factors that influence the growthof entrepreneurial talent. The development, adaptation, and implementation of the instrumentsin the questionnaire used theoretical and empirical standards drawn from the literature study.

A set of questionnaires created by the researcher were utilized to collect data from the respondents. A series of questions that were purposefully created to elicit responses from respondents were systematically developed for the questionnaire. The questionnaire wasprepared by researchers based on a thorough literature review. The only way to guarantee thatthe data gathered from respondents is adequate for answering our research questions is to ask the right questions in a good questionnaire (Buschle, C., Reiter, H., & Bethmann, A. 2022). Parts of this questionnaire were derived from earlier research studies, and the components werecollected from a number of other surveys.

Students from the Faculty of Entrepreneurship & Business at Universiti Malaysia Kelantan are the respondents to the questionnaires in section A, which explores their demographic profiles. It includes the respondent's profiles, which include details like gender, the current semester, CGPA, and any relevant data. To accomplish the research goals, all background information pertaining to the respondents was examined. The questions in sectionB center on the topic of talent development. A few questions focusing on the talent supply areposed in Section C, along with questions relating to talent, university infrastructure, and curriculum as subdimensions of the parent dimension. The sample of the questionnaire is attached in Appendix A.

To prevent any bias and unethical responses from the respondents, the researcher personally distributed a whole set of questionnaires during the fieldwork. In order to achieve and obtain better results from the questionnaire, it was also delivered in a systematic order. Thefinal stage includes a

series of adjustments and conclusions drawn from the earlier preliminarydata and survey results.

3.7.1 Questionnaire Validity

An expert, Dr Mohd Ikhwan Bin Aziz, who served as the study's supervisor and who isa senior lecturer at Universiti Malaysia Kelantan, assessed the questionnaire script. He graduated from Universiti Sultan Zainal Abidin (UNiSZA) with Degree of Doctor of Philosophy (PhD) in Faculty of Economic and Management Sciences. In addition, he has extensive expertise and understanding in the development of talent and the supply of talent among undergraduates, as well as he has conducted a few numbers of research projects that are related to talent development among undergraduates and banking institutions. Specifically in talent development for Islamic banking institutions among Malaysian graduates. He also has experience in becoming a paper reviewer for Cogent OA journal part of Taylor and Francis group. Apart from that, he also has been appointed numerous times as the conference moderatoreither local or international. Besides, he is also involved with several community services for school and local community activity.

3.8 MEASUREMENTS OF THE VARIABLES

Measurements on the nominal, ordinal, interval, and ratio scales, among other levels. The ration scale, however, was not used in this study. The scale utilized in this study, in particular, is a proposed questionnaire among students at Universiti Malaysia Kelantan. We can assign numbers to the attributes relating to the study's topic by using a nominal scale, ordinal scale, interval scale, and 5-point Likert scale on the scale for this study.

3.8.1 NOMINAL SCALE

A nominal scale is a straightforward scale that allows respondents to select answers from among various groupings or classes. Additionally, researchers can assign respondents toparticular groups and categories using nominal scales. Additionally, this scale offers researchers some

individualised information like gender or industry (Sekaran & Bougie, 2010). A nominal scale involves many categories and is more concerned with the respondents' privacy. For instance, respondents can be divided into two categories based on the gender variable (maleand female). Codes 1 and 2 can be used to identify these two groupings. These statistics are used to categorise respondents into one of two distinct, non-overlapping, or mutually exclusivegroups and have no inherent value.

3.8.2 ORDINAL SCALE

Ordinal scales distinguish across different categories in addition to categorizing variables. Two questions were divided into the study questionnaire's section A using an ordinalscale. For instance, the respondent's age, the number of years they've worked, and their level of schooling. This is due to the fact that the ordinal scale classifies variables for each respondentbased on specific persons. When conducting the final analysis of the survey responses, the ordinal scale can be used to establish the frequency of the respondent's degree of education, occupation, and age. Now that we've seen it, the ordinal scale offers more data than the nominalscale.

3.8.3 INTERVAL SCALE

The interval scale, also known as the equal interval scale, represents the values of the qualities being assessed by numerically equal lengths on the scale. Quantitative and numericalscales have intervals. The interval scale measures the magnitude, equality, and order of the differences in the variable. As a result, the arithmetic mean serves as the specific scale's measure of central tendency rather than the nominal and ordinal scales. The range, standard deviation, and variance are its measurements of dispersion.

3.8.4 LIKERT SCALE

Table 3.2: Likert Scale

Scale	Stage
1	Strongly disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly agree

On a scale from 1 to 5, the Likert scale rating uses five points to indicate how strongly respondents agree or disagree with a statement. The variety of alternatives on the Likert scale makes it easier for responders to react and helps in answering the questions. A Likert scale isa five-point scale with the following anchors that are used to determine how much respondentsagree with a statement, such as "do you like to interact with university programmes": StronglyDisagree = 1, Disagree = 2, No Agree Agree Nor Disagree = 3, Agree = 4, and Strongly Agree = 5 (further on in this chapter we will study different types of ratings and rating scales, including the Likert scale.

3.9 PROCEDURE FOR DATA ANALYSIS

The goal of data analysis in this study is to inspect, clean, transform, and model the data. On the other hand, results from the data could be used to differentiate between variables,establish relationships, and uncover trends through thorough data analysis. Presenting accurateand trustworthy data is the goal of data analysis in research. Avoid statistical errors as much aspossible, and figure out how to handle common problems like outliers, missing data, changingdata, data mining, or creating graphical representations. As a result, only quantitative methodswere used for data analysis in this study.

3.9.1 Pilot Study

A pilot study was conducted on the Faculty of Entrepreneurship undergraduate studentsin UMK to make sure they understand the questions prepared by the researcher. Data from thepilot study showed reasonable variability in specific dimensions. In addition, in this pilot study,there are three stages followed to examine the questions. The first step is the pre-test where theresearcher shares the google form link prepared by around 5 students to make sure they understand the questions. After the first stage, the researcher will share the google form link toa larger group of students which is around 20 to 30 students to examine the accuracy of the questions prepared and this stage is known as pilot test. Lastly, the final stage will be the fieldwork which could be defined as sharing the google form link prepared for the study populations. There were four purposes of the pilot study. Firstly, the study was to determine the accuracy of the questions in expressing fair meaning to all the respondents. Secondly, the test measures whether the sequencing of the questions in the questionnaires is correctly constructed. Thirdly, the test measures the respondents; understanding of the questions provided. Fourthly, the test enables the researcher to identify the questions that should be removed or added in order to achieve more comprehensive meanings (Neuman, 2006; Gaty etal., 2006; Chua Yan Piaw, 2006).

3.9.2 Quantitative Data Analysis

Purifying, transforming and interpreting raw data to create useful, pertinent informationthat aids companies in making educated decisions is the process of data analysis. The method reduces the risks related to judgment by offering useful data and information, which is typicallydisplayed as charts, visualisations, figures, and infographics. Hypothesis testing is a techniqueused by analysts to assess a presumption related to a sample statistic. The approach of the analyst is influenced by the type of data and the goal of the study. Using data samples, hypothesis testing is performed to assess a theory's viability. Such information can be acquiredthrough a data-generating device or from a sizable population. The term "population" will be used in the descriptions that follow for each of these situations. The data from the questionnairewere examined using the Social Sciences Statistical Package (IBM-SPSS Version 25 of Windows).

3.9.3 Validity Analysis

H. Roberta et. all., (2015), validity is defined as the extent to which a concept is accurately measured in a quantitative study. Validity refers to the accuracy of a measure (whether the results really do represent what they are supposed to measure). This research always looks forward to the validity of the study and its findings. Maxwell (1996) highlightedthe validity issues by referring to the correctness or credibility of description, interpretation, conclusion, or explanation. Thus, the validity is applied in this study for better data quality.

3.9.4 Reliability Analysis

The second measure of quality in a quantitative study is reliability, or the accuracy of an instrument. Reliability relates to the consistency of a measure. Reliability refers to the consistency of a measure (whether the results can be reproduced under the same conditions). In this study, Cronbach's Alpha was used to identify the level of understanding for items in thequestionnaire among the target population. According to (Nunnally 1978) said the alpha valueof .7 or higher is

regarded as dependable. According to Daniel, da Silva, & Ferreira (2015) saythe good Cronbach Alpha value should be 0.7-0.9.

Table 3.3: Essential of Business Research Methods

Cronbach's alpha	**Internal Consistency**
<0.6	Poor
0.6 to <0.7	Moderate
0.7 to <0.8	Good
0.8 to <0.9	Very Good
0.9	Excellent

Sources: Hair et.al (2003); Essential of Business Research Methods

3.9.5 Pearson's Correlation Analysis

The Pearson Correlation was carried out so that the strength of a linear connection couldbe determined between independent variables and dependent variables by applying the coefficient. The Pearson correlation coefficient, sometimes known as r, is the method most frequently used for determining the strength of a linear link. The coefficient of determination is a numeric value that ranges from,- 1to 1, and it represents both the degree and direction of the connection that exists between two variables. The less linear the relationship is, the closer this value is to 0. Besides that, there are some general rules that can be used to figure outthe correlation coefficient in table 3.3.

Table 3.4: The rules of thumb

Coefficient Correlations	Strength of Relationship
Greater than .5	Strong
Between .3 and .5	Moderate
Between 0 and .3	Weak
0	None
Between 0 and -.3	Weak
Between -.3 and -.5	Moderate
Less than -.5	Strong

3.9.6 Descriptive Analysis

Descriptive analysis is the type of data analysis that helps to explain, show, orsummarise data points in a constructive way so that the patterns can develop that satisfy all of the data conditions. The descriptive analysis measures the use of three averages that are mean,median and mode. Some of the descriptive analyses use standard division.

3.9.7 Multiple Regressions

A single dependent variable and several independent variables can be analysed using the statistical technique known as multiple regression. In order to forecast the value of the single dependent value, multiple regression analysis uses independent variables whose valuesare known. Even though linear regression is frequently employed, it can only be utilised with one independent variable and one dependent variable. A non-linear regression is not predictedby linear regression, which is also limited to the training dataset. We employ multiple regression to account for the same restrictions. It focuses on removing one specific obstacle, which is allowing for the analysis of multiple independent variables. The advantages of multiple regression analysis enable researcher to

more thoroughly examine the available predictor variables. Additionally, by using multiple independent variables to support the eventrather than relying on just one, it improves reliability. Finally, using multiple regression analysis enables researcher to investigate more elaborate possibilities.

3.10 CONCLUSION

In conclusion, results of the analyses from both methods in this study are meant to answer the research questions and meet the objectives of the study. This approach is a stage after collecting data from respondents with the use of SPSS to discover data analysis. Analytical numbers were discussed. Additionally, a Google form questionnaire was employedin this study to collect data. Utilizing SPSS software, data analysis employing instruments likequestionnaires is prepared as the demonstrable proof for this investigation.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

This chapter contains data analysis and findings of the data gathered from the questionnaire, focusing on talent and talent development for entrepreneurship among Universiti Malaysia Kelantan. Firstly, before conducting the statistical analysis, a preliminary analysis has been carried out to analyse the reliability of the variables. In addition, the findings presented in this chapter have been carried out few tests which are validity analysis, reliability analysis, descriptive analysis, Pearson's Correlation analysis, multiple regressions, and normality test using Social Sciences Statistical Package (IBM-SPSS Version 25 of Windows) to analyse the relationship between variables. Furthermore, the Social Sciences Statistical Package (IBM-SPSS Version 25 of Windows) plays an essential role in the study because it provides a clear understanding of variables and the study and aids in speedy data analysis. A relationship with any analysis can be provided more quickly and with less effort through charts and graphs, where this software provides a wider range of possibilities for data analysis.

4.2 PRELIMINARY ANALYSIS

The pilot test allows for the research methodology and sample size to be tested with a limited number of participants before conducting the main study (Porta, 2008). In addition, the pilot test is carried out id to determine the feasibility of an approach that is intended to ultimately be used in a larger-scale study. In this study, 30 respondents' data has been collected and used to carry out the pilot test. The researcher used a reliability test to see if the correlations between the independent and dependent variables were accurate. A reliability test is required to determine the measurement model's dependability in connection to the study's variables, which include talent, university infrastructure, and

curriculum, as independent variables and talent development as the dependent variable. The reliability of the variables is measured by Cronbach's Alpha. All independents have sufficient reliability because the value of the measurement is over 0.80 to 1.00 which means the value of Cronbach Alpha is very good, according to Saif-Ur-Rehman and Rizwan Alam (2017).

Table 4.1: Pilot test

Num	Variable	Cronbach's alpha
1.	Talent development	0.811
2.	Talent	0.863
3.	University Infrastructure	0.930
4.	Curriculum	0.936

4.3 DEMOGRAPHIC PROFILE OF RESPONDENT

A total of 346 data decreased to 333 data due to deleting 13 invalid data filled up by the respondents. The respondents were questioned regarding their demographic profiles, including gender, age, race, Cumulative Grade Point Average (CGPA), course and do you want to start a business? There are two significant characteristics of the respondents in this study. Firstly, the respondents have enrolled students from University Malaysia Kelantan. Secondly, the respondents are undergraduates from the faculty of entrepreneurship and business. The table 4.1 depicts the summary of the demographic profiles of the respondents.

Table 4.2: Summaries of Demographic Profile of Respondents

Items	Items	Frequency	Percent (%)
Gender	Male	138	41.4
	Female	195	58.6
Age	19 – 21	47	14.1
	22 - 24	237	71.2
	25 -27	49	14.7
Race	Malay	143	42.9
	Indian	71	21.3
	Chinese	101	30.3
	Others	18	5.4
CGPA	Below 2.00	6	1.8
	2.01 - 2.66	7	2.1
	2.67 - 2.99	43	12.9

	3.00 - 3.66	190	57.1
	3.67 - 4.00	87	26.1
Course	SAK	134	40.2
	SAE	22	6.6
	SAL	91	27.3
	SAR	47	14.1
	SAB	22	6.6
	SAA	7	2.1
	IT	10	3.0
Do you want to start a business?	Yes	271	81.4
	No	62	18.6

Table 4.2 represents the summaries of the demographic profile of respondents, where it shows female respondents influence the response in this survey because the percentage of female respondents is 58.6 % and become the major impact of this result. This result was also aligned with the domination

of respondents at age 22-24 which is 71.2 %, and the least respondents are from the 19-21 category of respondents which is 14.1 % with 47 respondents. The data showed that most of the respondents will maturely respond to the survey. Respondents from the 22-24 age category give attention to upgrading their talents and skills due to it would be helpful for them to enter their career path in the future after graduating from higher studies institutions (Schulz, B.,2008). In addition, Malay ethnicity has the highest number of responses in this survey at 42.9% while the remaining 190 are from main ethnic communities and others.

The tabulation of CGPA in Table 4.2 allows for the evaluation of student academic performance. The outcome showed that the respondents had strong academic accomplishments; 57.1% of undergraduates had CGPAs between 3.00 - 3.66. Furthermore, the Faculty of entrepreneurship and business has 7 main branches of courses and the excessive number of respondents are from Bachelor of Entrepreneurship (Commerce) With Honors with 134 respondents which is 40.2 percent. Lastly, the table indicates the number of undergraduates interested in starting a business and 271 respondents are interested in starting a business due to talent development activities, facilities and curriculum activities prepared by Universiti Malaysia Kelantan which helps the undergraduates to pursue their career.

4.4 DESCRIPTIVE ANALYSIS

The fundamental characteristics of the data in this study are often presented using descriptive analysis. It offers summaries of the samples and measurements. However, the facts were presented as a summary of the information, and the figures are easily understandable. Additionally, descriptive data can show how the respondents in this survey were divided (Sekaran, 2006). In this study, the respondents are instructed to fill in their gender, age, race, CGPA, course and do they want to start a business. The descriptive statistics obtained from some reviews of the responses help in achieving the research's first goals.

4.5 VALIDITY AND RELIABILITY TEST

In fact, the reliability test is the initial stage in data analysis, which is typically conducted by researchers. Reliability test describes how consistently or dependably a test evaluates a trait and it will be used to test the internal consistency through running the Cronbach's alpha test in SPSS Software. To measure the reliability of data and multiple question Likert scale for this research study, Cronbach's alpha test in SPSS will be applied by researchers. Cronbach's alpha is also known as coefficient alpha used to measure internal consistency and researchers can determine how closely related a set of test items are as a group by looking at the Cronbach's alpha values. According to Hair et.al (2003), the minimum Cronbach's alpha range for the reliability is 0.6 to ensure the internal consistency. The Cronbach's alpha range is 0.7 or higher is considered acceptable, while the Cronbach's alpha range is 0.5 - 0.59 is considered poor and below 0.59 is considered unacceptable. Table 4.3 shows the range of Cronbach's alpha coefficient range and its reliability level.

Table 4.3: Rules of Thumb about Cronbach's Alpha Coefficient Size

Alpha Coefficient Range	**Strength of Association**
< 0.6	Poor
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 to < 0.9	Very Good
0.9	Excellent

Sources: Hair et.al (2003); Essential of Business Research Method.

4.5.1 Reliability test for Talent Development

Table 4.4: Reliability Statistics for Talent Development

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.679	.682	5

Based on the reliability test in Table 4.4, the Cronbach's Alpha values for dependent variable Talent Development (TD) is 0.679. This means that the consistency and stability for all the items in Talent Development is moderate and acceptable according to Hair et.al (2003). Thus, this shows that the test is reliable for further data analysis. The 5 items for Talent Development also will not be removed or deleted because the Cronbach's Alpha value shows that all the items are moderate and acceptable. The number of items remains unchanged, which is 5 items.

4.5.2 Reliability test for Talent

Table 4.5: Reliability Statistics for Talent

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.846	.849	7

Based on the reliability test in Table 4.5, the Cronbach's Alpha values for independent variable Talent (T) is 0.846. According to the values of 0.846 means that the consistency and stability for all the items of Talent is very good and acceptable because it is at the range between 0.80 and 0.90. Thus, this shows that the test is reliable for further data analysis. Because of the reliability level for all items of Talent is very good and acceptable, all the items of Talent will be maintained and will not be deleted. The number of items remains unchanged, which is 7 items.

4.5.3 Reliability test for University Infrastructure

Table 4.6: Reliability Statistics for University Infrastructure

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.857	.857	8

Based on the reliability test in Table 4.6, the Cronbach's Alpha values for the independent variable University Infrastructure (UI) is 0.857. This means that the consistency and stability for all the

items of University Infrastructure (UI) is moderate and acceptable. Thus, this can be indicated that the test is reliable for further data analysis and all of the items for University Infrastructure do not need to be deleted by researchers because the Cronbach's Alpha values shows that all the items are very good. The number of items remains unchanged, which is 8 items.

4.5.4 Reliability test for Curriculum

Table 4.7: Reliability Statistics for Curriculum

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.838	.840	7

Based on the reliability test in Table 4.7, it can be observed that the Cronbach's Alpha values for the independent variable Curriculum (C) is 0.838. According to the values of 0.838, it means that the consistency and stability for all the items of Talent is very good and acceptable because it is at the range of 0.8 to < 0.90. Thus, this shows that the test is reliable to conduct for further data analysis. Because of the reliability level for all items of Curriculum is very good, so all of the items of Curriculum will be maintained and will not be deleted. The number of items remains unchanged, which is 7 items.

4.6 NORMALITY TEST

Normality test refers to a technique that is used to detect if a data set is modeled for a normal distribution in statistics. Before carrying out other steps to analyze data, the researchers will evaluate the normality. To test normality, there are two methods that can be used by researchers, which are graphical and statistical methods. Graphical methods can be represented by histogram and normality plot, while the statistical methods can be represented by two numerical measures of shape, which are skewness and excess kurtosis. For the normal distribution, the values of skewness or kurtosis are between -1.0 to +1.0. According to (Hair et al., 2017), When the skewness or kurtosis values are greater than 1.0 and -1.0, the distribution is considered not normal.

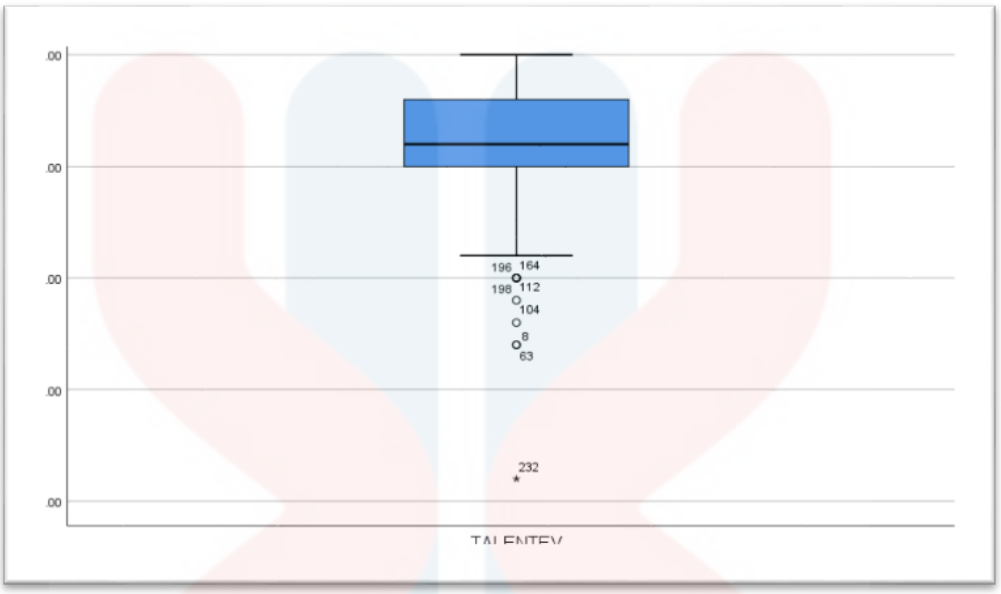
4.6.1 Normality test for Talent Development

Table 4.8: Descriptives Statistics

Descriptives				
			Statistic	Std. Error
TALENT EV	Mean		4.2549	.02883
	95% Confidence Interval for Mean	Lower Bound	4.1982	
		Upper Bound	4.3116	
	5% Trimmed Mean		4.2861	

	Median	4.2000	
	Variance	.288	
	Std. Deviation	.53632	
	Minimum	1.20	
	Maximum	5.00	
	Range	3.80	
	Interquartile Range	.60	
	Skewness	-.845	.131
	Kurtosis	2.907	.261

Figure 4.1: Boxplot for Talent Development



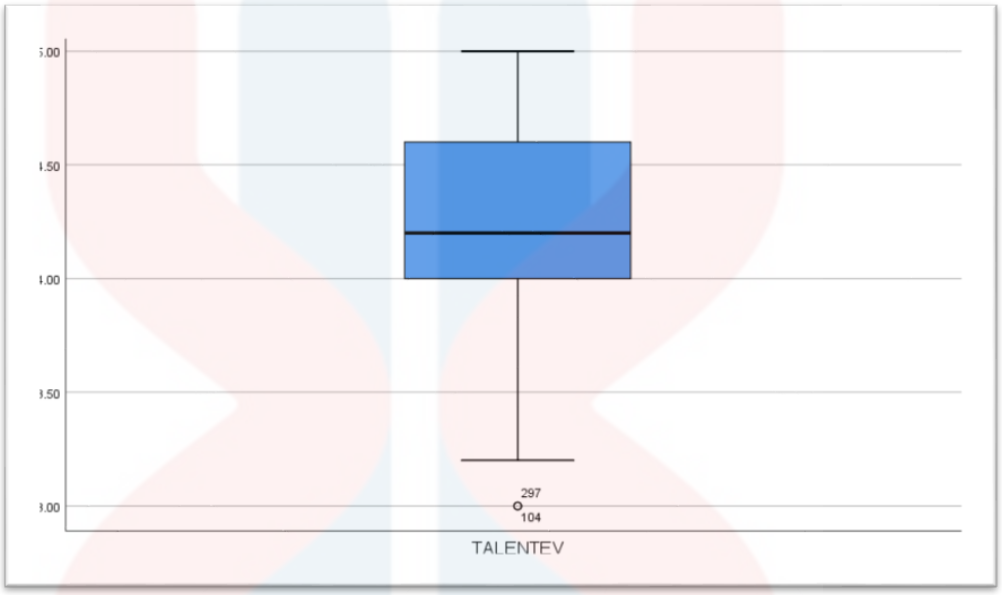
Based on table 4.8, the skewness value of the dependent variable (Talent Development) is – 0.845. If looking at the skewness value, the distribution is normal for this variable because the skewness value is more than - 1.0 and less than 1.0. But, the kurtosis values of 2.907 showed that the distribution is too peaked and not normal because its value is greater than 1.0. A high kurtosis in a data set indicates that the data has heavy tails or outliers. Based on the figure 4.1, there are 8 outliers, which means some dataset's values do not appear to be consistent or fit with other dataset's values. Thus, the researchers carried out the data clean process in boxplot to remove the outlines in boxplot.

Table 4.9: Descriptives Statistics (After doing first time data cleaning)

Descriptives			
		Statistic	Std. Error
TALENTEV	Mean	4.2953	.02530

	95% Confidence Interval for Mean	Lower Bound	4.2455	
		Upper Bound	4.3450	
	5% Trimmed Mean		4.3066	
	Median		4.2000	
	Variance		.216	
	Std. Deviation		.46508	
	Minimum		3.00	
	Maximum		5.00	
	Range		2.00	
	Interquartile Range		.60	
	Skewness		.037	.133
	Kurtosis		-.745	.265

Figure 4.2: Boxplot for Talent Development (After doing first time data cleaning)



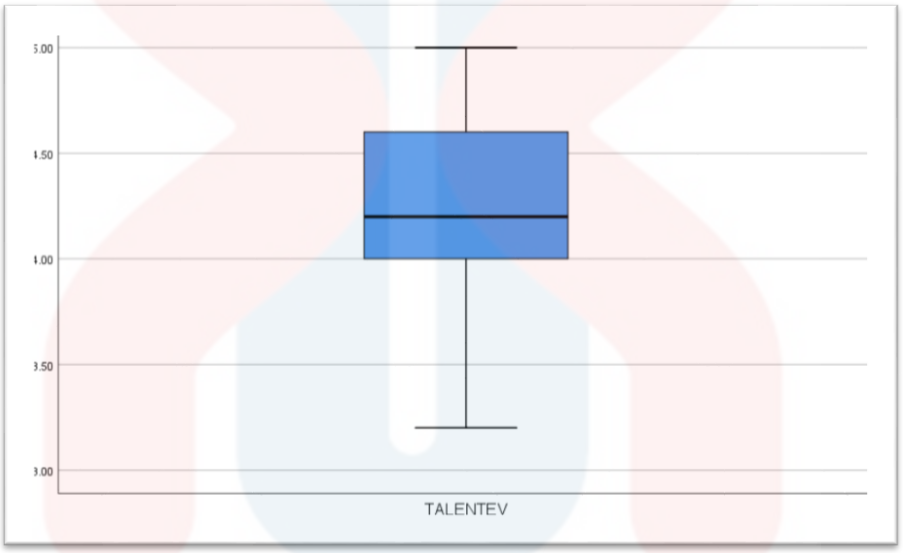
Based on the table 4.9, the skewness value of dependent variable (Talent Development) is 0.037 and kurtosis value is recorded as - 0.745 after cleaning data. The skewness value shows that the distribution is normal for this variable because the skewness value and kurtosis value is less than 1.0 and more than - 1.0. In addition, based on the figure 4.2, there are two outliers that still appear in the boxplot although the researchers already cleaned the data before. Thus, the researchers continued to carry out the third time data cleaning process to remove the outliers.

Table 4.10: Descriptives Statistics (After doing third time data cleaning)

Descriptives				
			Statistic	Std. Error
TALENTEV	Mean		4.3030	.02485
	95% Confidence Interval for Mean	Lower Bound	4.2541	
		Upper Bound	4.3519	
	5% Trimmed Mean		4.3112	
	Median		4.2000	
	Variance		.208	
	Std. Deviation		.45554	
	Minimum		3.20	
	Maximum		5.00	
	Range		1.80	
	Interquartile Range		.60	

	Skewness	.126	.133
	Kurtosis	-.941	.265

Figure 4.3: Boxplot for Talent Development (After doing third time data cleaning)



Based on the table 4.10, the skewness value of the dependent variable (Talent Development) has become 0.126 and the kurtosis value is – 0.941 after doing the third data cleaning process. If looking at the skewness and kurtosis value, the distribution is normal for this variable because the skewness value of 0.126 and kurtosis value of – 0.941 is less than 1.0 and more than - 1.0. Based on the figure 4.3, there are no outliers, which means the dataset's values for Talent Development appear to be consistent or fit with other dataset's values and able to be used to conduct other data analysis. After doing three times for data cleaning data, the sample size becomes 336.

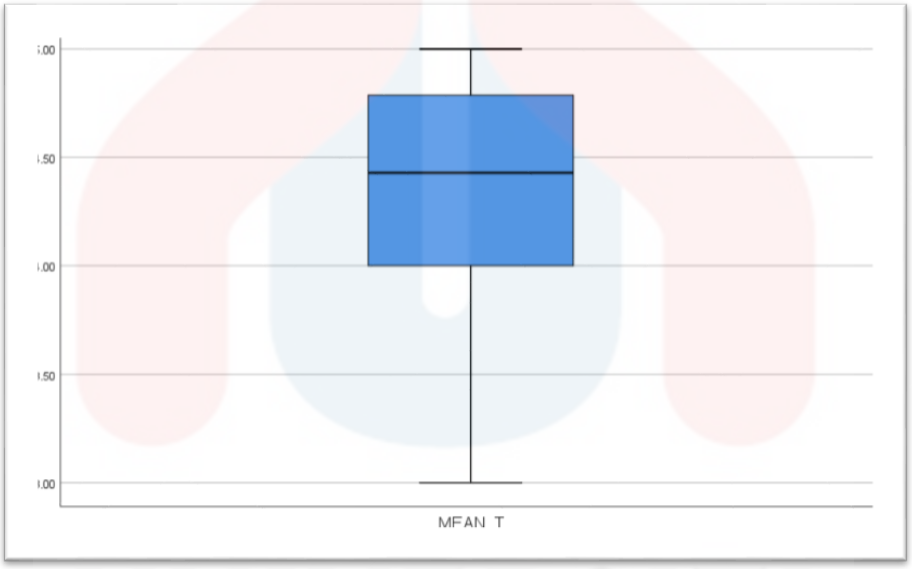
4.6.2 Normality test for Talent

Table 4.11: Descriptives Statistics

Descriptives				
			Statistic	Std. Error
MEAN_T	Mean		4.3610	.02653
	95% Confidence Interval for Mean	Lower Bound	4.3088	
		Upper Bound	4.4132	
	5% Trimmed Mean		4.3844	
	Median		4.4286	
	Variance		.236	
	Std. Deviation		.48629	
	Minimum		3.00	
	Maximum		5.00	
	Range		2.00	

	Interquartile Range	.82	
	Skewness	-.299	.133
	Kurtosis	-.567	.265

Figure 4.4: Boxplot for Talent



Based on the table 4.11, the skewness value of the independent variable (Talent) is - 0.299 and the kurtosis value is - 0.567. The skewness and kurtosis value shows that there is a normal distribution for this variable because the skewness value (- 0.299) and kurtosis value (- 0.567) is less than 1.0 and more than - 1.0. Based on the figure 4.4, there are no outliers, which means the dataset's values for Talent appear to be consistent or fit with other data values and able to be used to conduct other data analysis.

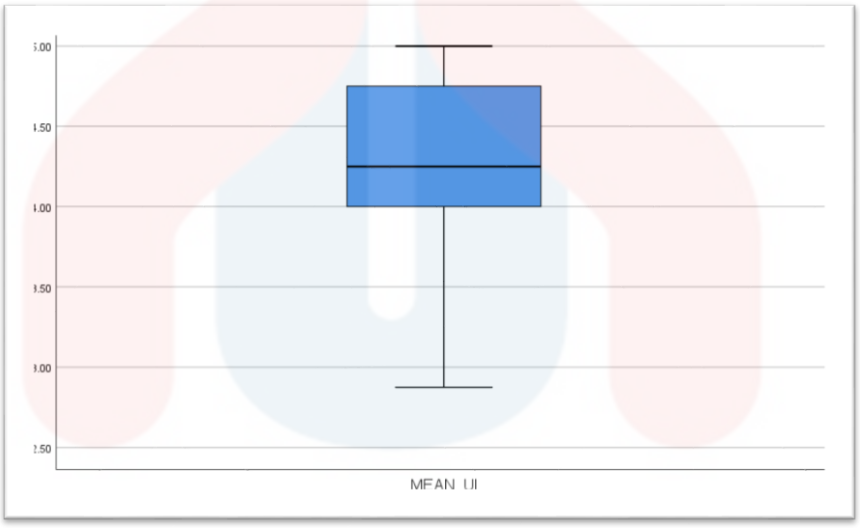
4.6.3 Normality test for University Infrastructure

Table 4.12: Descriptives Statistics

Descriptives				
			Statistic	Std. Error
MEAN_UI	Mean		4.3032	.02615
	95% Confidence Interval for Mean	Lower Bound	4.2518	
		Upper Bound	4.3546	
	5% Trimmed Mean		4.3261	
	Median		4.2500	
	Variance		.230	
	Std. Deviation		.47934	
	Minimum		2.88	
	Maximum		5.00	
	Range		2.13	

	Interquartile Range	.75	
	Skewness	-.279	.133
	Kurtosis	-.169	.265

Figure 4.5: Boxplot for University Infrastructure



Based on the table 4.12, the skewness value of the independent variable (University Infrastructure) is - 0.279 and the kurtosis value is - 0.169. If looking at the skewness and kurtosis value, the distribution is normal for this independent variable because the skewness value of – 0.279 and kurtosis value of - 0.169 is less than 1.0 and more than - 1.0. Based on the figure 4.5, there are no outliers, which means that the dataset's values for University Infrastructure appear to be consistent or fit with other dataset's values and able to be used to conduct other data analysis.

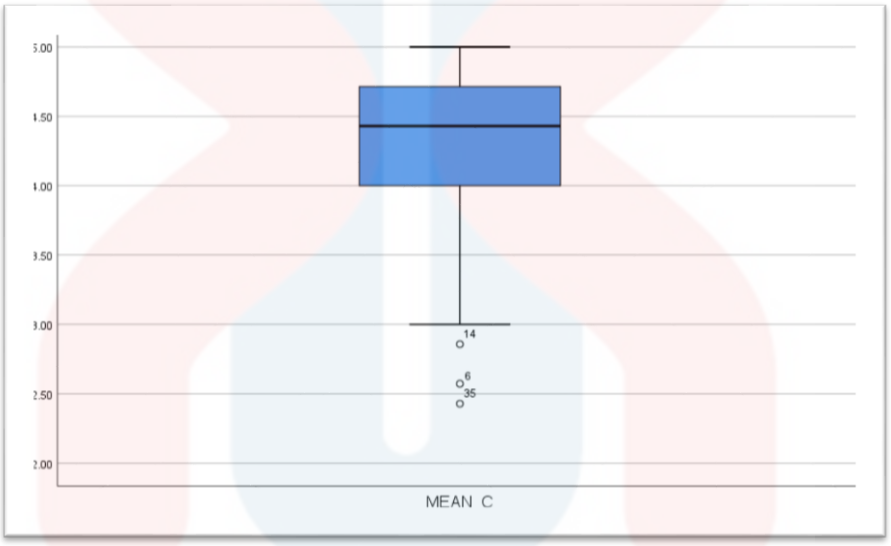
4.6.4 Normality test for Curriculum

Table 4.13: Descriptives Statistics

Descriptives				
			Statistic	Std. Error
MEAN_C	Mean		4.3465	.02771
	95% Confidence Interval for Mean	Lower Bound	4.2920	
		Upper Bound	4.4010	
	5% Trimmed Mean		4.3792	
	Median		4.4286	
	Variance		.258	
	Std. Deviation		.50788	
	Minimum		2.43	
	Maximum		5.00	
	Range		2.57	
	Interquartile Range		.71	

	Skewness	-.564	.133
	Kurtosis	.365	.265

Figure 4.6: Boxplot for Curriculum



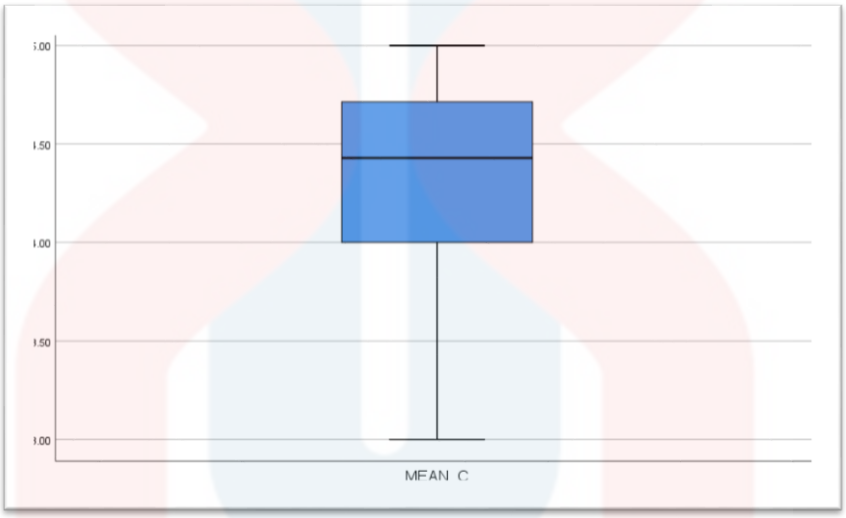
Based on the table 4.13, the skewness value of the independent variable (Curriculum) is - 0.564 and kurtosis value is recorded as 0.365. The skewness and kurtosis value shows that the distribution of this variable is considered normal because the skewness and kurtosis value is less than 1.0 and more than - 1.0. Although the distribution is normal, but there are three outliers in boxplot. Thus, the researchers carried out the data cleaning in boxplot to remove the dataset of unwanted results and the sample size becomes 333.

Table 4.14: Descriptives Statistics (After doing data cleaning)

Descriptives				
			Statistic	Std. Error
MEAN_C	Mean		4.3621	.02644
	95% Confidence Interval for Mean	Lower Bound	4.3101	
		Upper Bound	4.4141	
	5% Trimmed Mean		4.3877	
	Median		4.4286	
	Variance		.233	
	Std. Deviation		.48247	
	Minimum		3.00	
	Maximum		5.00	
	Range		2.00	
	Interquartile Range		.71	

	Skewness	-.330	.134
	Kurtosis	-.394	.266

Figure 4.7: Boxplot for Curriculum (After doing data cleaning)



Based on the table 4.14, the skewness value of the independent variable (Curriculum) becomes - 0.330 and the kurtosis value is - 0.394 after carrying out the data cleaning process. If looking at the skewness and kurtosis value, the distribution is normal for this variable because the skewness value (- 0.330) and kurtosis value (- 0.394) is at the range between - 1.0 to 1.0. Based on the figure 4.7, there are no outliers, which means the dataset's values for Curriculum appear to be consistent or fit with other data's values and able to be used to conduct other data analysis.

4.7 HYPOTHESIS TESTING

PEARSON CORRELATION

Pearson Correlation is a common method that can be used to measure the statistical relationship or association between two quantitative variables (Nettleton, David. 2014). Pearson Correlation can be used to measure the strength of linear connection when dependent variables and independent variables have a linear or significant relationship through coefficient, r. The result can be a positive or negative relationship. In this research study, the dependent variable is Talent Development and independent variables include Talent, University Infrastructure and Curriculum. The aims of carrying out Pearson correlation test in this research study are to test whether the relationship between two variables is significant and determine whether the hypothesis should be rejected or accepted. According to Adam Hayes (2022), when p – value less than 0.05 is considered statistically significant and the null hypothesis should be rejected. Apart from that, the value of Pearson's correlation coefficient, r is between 0.00 and 1.00.

Table 4.15: Rules of Thumb about Correlation Coefficient Size

Coefficient Correlations	Strength of Relationship
± 0.91 to ± 1.00	Very Strong
± 0.71 to ± 0.90	Strong
± 0.41 to ± 0.70	Moderate
± 0.21 to ± 0.40	Weak

± 0.01 to ± 0.20	Very Weak

Based on the table 4.15, the rules of thumb about Correlation Coefficient size have characterized the strength of the correlation between variables. The value of Pearson Correlation coefficient, r is at the range of 0.00 to 1.00. If the value of Pearson Correlation coefficient, r is 1.00, there is a strong positive relationship between variables, while the value of Pearson Correlation coefficient, r is -1.00, there is strong negative relationship between variables. In addition, there is no relationship between dependent variable and independent variables when the value of Pearson Correlation coefficient is 0.

Table 4.16: Pearson Correlation

Correlations

		TALENTEV	MEAN_T	MEAN_UI	MEAN_C
TALENTEV	Pearson Correlation	1	.531**	.599**	.541**
	Sig. (2-tailed)		.000	.000	.000
	N	333	333	333	333
MEAN_T	Pearson Correlation	.531**	1	.516**	.611**
	Sig. (2-tailed)	.000		.000	.000
	N	333	333	333	333

MEAN_UI	Pearson Correlation	.599**	.516**	1	.584**
	Sig. (2-tailed)	.000	.000		.000
	N	333	333	333	333
MEAN_C	Pearson Correlation	.541**	.611**	.584**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	333	333	333	333
**. Correlation is significant at the 0.01 level (2-tailed).					

Table 4.16 shows the Pearson Correlation relationship between the dependent variable (Talent Development) and independent variables (Talent, University Infrastructure and Curriculum). Based on the Pearson correlation coefficient value, r and significant values, p in table above, it can be concluded that there are positive relationships between the dependent variable (Talent Development) and independent variables (Talent, University Infrastructure and Curriculum). The explanation of the relationship between the dependent variable and each independent variable will discuss in below.

4.7.1 Hypothesis 1

H1: There are significant relationship between talent and talent development for entrepreneurship among students in University Malaysia Kelantan.

Table 4.17: Correlation Coefficient for Talent Development and Talent

		TALENTEV	MEAN_T
TALENTEV	Pearson Correlation	1	.531**
	Sig. (2-tailed)		.000
	N	333	333
MEAN_T	Pearson Correlation	.531**	1
	Sig. (2-tailed)	.000	
	N	333	333

Based on the table 4.17, it can be observed that the sample size (N) is 333 and the Pearson Correlation coefficient, r for dependent variable (Talent Development) and independent variable (Talent) is 0.531. It shows that there is a positive moderate relationship between talent development and talent because the coefficient values of 0.531 is greater than 0.41 and lower than 0.70. Besides, the table also has shown the significant value, p for dependent variable (Talent Development) and independent variable (Talent) is 0.000. This p – value shows there is a significant positive moderate relationship between talent and talent development. Thus, there is enough evidence to support the hypothesis that there is significant relationship between talent and talent development.

4.7.2 Hypothesis 2

H2: There are significant relationship between university infrastructure and talent development for entrepreneurship among students in University Malaysia Kelantan.

Table 4.18: Correlation Coefficient for Talent Development and University Infrastructure

		TALENTEV	MEAN_UI
TALENTEV	Pearson Correlation	1	.599**
	Sig. (2-tailed)		.000
	N	333	333
MEAN_UI	Pearson Correlation	.599**	1
	Sig. (2-tailed)	.000	
	N	333	333

Based on the table 4.18, it can be observed that the sample size (N) is 333 and the Pearson Correlation coefficient, r for dependent variable (Talent Development) and independent variable (University Infrastructure) is 0.599. It shows that there is a positive moderate relationship between Talent Development and University Infrastructure because the coefficient values of 0.599 is greater than 0.41 and lower than 0.70. Besides, the table also has shown the significant value, p for dependent variable (Talent Development) and independent variable (University Infrastructure) is 0.000. The p – value of 0.000 shows that there is a significant positive moderate relationship between university infrastructure and talent development. Thus, there is enough evidence to support the hypothesis which there are significant relationship between university infrastructure and talent development.

4.7.3 Hypothesis 3

H3: There are significant relationship between curriculum and talent development for entrepreneurship among students in University Malaysia Kelantan.

Table 4.19: Correlation Coefficient for Talent Development and Curriculum

		TALENTEV	MEAN_C
TALENTEV	Pearson Correlation	1	.541**
	Sig. (2-tailed)		.000
	N	333	333
MEAN_C	Pearson Correlation	.541**	1
	Sig. (2-tailed)	.000	
	N	333	333

Based on the table 4.19, it can be observed that the sample size (N) is 333 and the Pearson Correlation coefficient, r for dependent variable (Talent Development) and independent variable (Curriculum) is 0.541. It shows that there is a positive moderate relationship between Curriculum and Talent Development because the coefficient values of 0.541 is greater than 0.41 and lower than 0.70. In addition, the table also has shown the significant value, p for dependent variable (Talent Development) and independent variable (Curriculum) is 0.000. Due to the p – value of 0.000, it can be concluded that there is a significant positive moderate relationship between Curriculum and Talent Development. Thus, there is enough evidence to support the hypothesis which there are significant relationship between Curriculum and Talent Development.

4.8 REGRESSION

According to Brian Beers (2022), regression is a statistical technique that connects one or more independent variables to a dependent variable. In fact, regression can be divided into two categories, which are simple linear regression and multiple linear regression. Simple linear regression is a statistical method that enables us to analyze and explore the relationship between two quantitative variables. It can be used only for determining a dependent variable and an independent variable. Apart from that, multiple linear regression is used to explore and analyze the relationship between a dependent variable and two or more independent variables. In this research study, the researchers used multiple linear regression to analyze data. This is because there are 3 independent variables (Talent, University Infrastructure and Curriculum) and a dependent variable (Talent Development) in this research study.

Coefficient of Determination (R2)

Table 4.20: Regression Analysis Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.667[a]	.444	.439	.34063
a. Predictors: (Constant), MEAN_C, MEAN_UI, MEAN_T				

Based on the table 4.20, it can be observed that R square value is 44.4%. In fact, R-squared is used to explore how much of the variance for a dependent variable is explained by one or more independent variables in a regression model. R square value often stated as percentages between 0% and 100% and range from 0 to 1. When the R-squared value is lower, it means that the independent variable does not contribute to the variation of the dependent variable and significantly affects the

dependent variable. The R square value of 44.4% is mean that 44.4% of talent development can be explained by talent, university infrastructure and curriculum.

Regression Coefficient

Regression coefficient is used to describe the link between a predictor variable and the response, as well as estimations of the unknown population parameters. It is also used to determine the statistical significance of each independent variable on the dependent variable.

Table 4.21: Regression Coefficient Analysis

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.048	.202		5.179	.000
	MEAN_T	.210	.050	.224	4.188	.000
	MEAN_UI	.366	.051	.376	7.190	.000
	MEAN	.174	.053	.185	3.266	.001

	_C					

a. Dependent Variable: TALENTEV

Based on the table 4.21, it can be observed that the significant values for talent, university infrastructure and curriculum is 0.000, 0.000 and 0.001. The significant values for all the independent variables are less than 0.05. Thus, it can be concluded that talent, university infrastructure and curriculum are significant towards talent development in this research study. If the significant value is more than 0.05, it means that the independent variables are not significant towards the dependent variables.

In addition, the table above also shows the Standard Coefficient values, β for talent, university infrastructure and curriculum. Standard coefficient values are used to express in units of standard deviation. Based on the table, the Beta value, for talent is 0.224, it means that every one unit increase in talent will increase 0.224 units for talent development. Besides, university infrastructure has the biggest impact on talent development due to its Beta value is the highest (0.376). The beta value of 0.376 can be indicated that every one unit increase in university infrastructure will increase 0.376 units for talent development. For curriculum, its Beta value is the lowest between 3 independent variables, which is 0.185. It can be concluded that curriculum have the smallest impact on talent development and every one unit increase in curriculum will increase 0.185 units in talent development.

4.9 CONCLUSION

In conclusion, this chapter has displayed the results of the data analysis through descriptive and inferential. Based on the result, it has found that three objective and three research questions have been accommodated and answered. The three objective was about to examine the relationship between (talent, university infrastructure, curriculum) and talent development for entrepreneurship among students at Universiti Malaysia Kelantan. It has indicated that the effect of (talent, university infrastructure, curriculum) towards talent development at 30.513. Additionally, all of the study's research questions have been resolved, and every fitness index level has been attained. Apart from that, three hypotheses that have been formulated demonstrated highly significant value.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1 Introduction

The goal of this chapter is to provide examples of how to explain the main findings, hypotheses, implications, limitations, recommendations, and general conclusions of the study.

The first part of this chapter contains highlights of the study and questions based on the analysis. exemplified in Chapter 4. It includes a discussion of each hypothesis presented in Chapter 1 as well as an overview of the findings. There are various obstacles in the way of completing this research to be the best study and more data is advised. This study also makes recommendations for future researchers.

5.2 Key Findings

This research examines the relationship between independent variables (talent, university infrastructure and curriculum) and dependent variables (talent development) for entrepreneurship among students in Universiti Malaysia Kelantan. The data is analyzed after the survey was collected from 346 respondents which is the sample size of this study. A quantitative method has been used in this research which data was collected from questionnaires distributed to entrepreneurship among students in Universiti Malaysia Kelantan.

The key findings are about the findings that have been analyzed form the data of the questionnaire which was distributed. This analysis of data included validity analysis, reliability analysis, descriptive analysis, Pearson's Correlation analysis, multiple regressions, and normality test using e Social Sciences Statistical Package (IBM-SPSS Version 25 of Windows) to analyse the relationship between variables. The Cronbach's Alpha of all variable's scales ranged from 0.679 to 0.857. The generally accepted rule is that 0.6 to ensure the internal consistency and 0.7 or higher is considered acceptable. University infrastructure variable highly reliable with Cronbach's Alpha value

of 0.857. Reliability test for talent is 0.846 which is the second highest Cronbach's Alpha value, followed by reliability test for curriculum was 0.838 and talent development (0.679) concluded that the variables are reliable and all variables are reserved for further analysis.

Next, Pearson Correlation can be used to measure the strength of linear connection when dependent variables and independent variables have a linear or significant relationship through coefficient, r. This result indicated that there is a positive moderate relationship between Talent Development and University Infrastructure ($r=0.599$, $n=333$, $p<0.01$), relationship between Curriculum and Talent Development ($r=0.541$, $n=333$, $p<0.01$) and talent development and talent ($r=0.531$, $n=333$, $p<0.01$).

5.3 DISCUSSION

5.3.1 First Hypothesis

H1: There are significant relationship between talent and talent development for entrepreneurship among students in Universiti Malaysia Kelantan.

Based on the data analysis result in Chapter 4, the researchers obtained a significant value, p less than 0.05 for this hypothesis by conducting Pearson Correlation analysis. According to Adam Hayes (2022), When p – value less than 0.05 is considered statistically significant and the null hypothesis should be rejected. Thus, it can be said that talent is significant towards talent development and it plays the role towards talent development for entrepreneurship among students in Universiti Malaysia Kelantan. The Pearson Correlation Coefficient values of 0.531 also show that there is a positive moderate relationship between talent development and Talent because the coefficient value is greater than 0.41 and lower than 0.70. Apart from that, the researchers obtained the Beta value for talent is 0.224 through regression coefficient analysis, it means that every one unit increase in talent will increase 0.224 units for talent development. Therefore, it can be concluded that talent can affect the talent development for entrepreneurship among students in Universiti Malaysia Kelantan.

5.3.2 Second Hypothesis

H2: There are significant relationship between university infrastructure and talent development for entrepreneurship among students in Universiti Malaysia Kelantan.

From the result, the correlation analysis has shown that, there are significant relationship between university infrastructure and talent development for entrepreneurship among students in Universiti Malaysia Kelantan. Previous studies show that university infrastructure and talent development have a relationship for talent development. From the previous studies, by offering a complete and attractive facility, the university administration plays a crucial part in producing a graduate who can compete in the job market. Exploring university infrastructure as the focal focus would help undergraduates develop their talent in a comprehensive way for a career in the future (Dalal, R., & Akdere, M. ,2018). Since then, coefficient value is larger than 0.41 and less than 0.70, the Pearson Correlation Coefficient values of 0.599 also demonstrate that there is a positively significant association between university infrastructure and talent development.

5.3.3 Third Hypothesis

H3: There are significant relationship between curriculum and talent development for entrepreneurship among students in Universiti Malaysia Kelantan.

From the result, the correlation analysis has shown that, there are significant relationship between curriculum and talent development for entrepreneurship among students in Universiti Malaysia Kelantan. Previous studies show that curriculum and talent development have a relationship for talent development. Previous studies show, A talent development approach must include exposure to curriculum and educational methods that are properly stimulating. All undergraduates are exposed to areas of interest in certain courses through the deliberate usage and selection of the curriculum, along with carefully designed instructional aids, allowing for the identification and development of skills (Stambaugh, T., 2021). The Pearson Correlation Coefficient values of 0. 541 also show that there is a

positive substantial link between curriculum and talent development because the coefficient value is greater than 0.41 and less than 0.70.

5.4 Implication of the study

Based on the results of this study, recommendations are made based on the factors that influence the development of talent among students at the Universiti Malaysia Kelantan, based on this research there are three variables namely talent, university infrastructure and co-curriculum. All these variables will affect the development of talent among students because education and training will have a positive impact on students and they will acquire good knowledge and skills. The student's perception of the research questions we give through the google form can help students further develop their talents and the university can evaluate students who have good talents and skills, in addition, this research we are conducting can solve the problem of lack of talent in the future and students will be more ready for challenges in the world of work later.

5.5 Limitations of the study

This study set out to identify, examine, and build a talent development model in entrepreneurship among students in UMK. The analysis indicates that the majority reported that the outcomes of the research were difficult to generalize. The limitations include a sample drawn from only one or specific contexts, a limited or small sample size, a cross-sectional or snapshot approach to data collection, self- selection bias or a convenience sampling approach, lack of empirical research, the lack of more specific variables and exploratory or ongoing research.

Given the objective of the study, three limitations have been identified that provide the extent of opportunities for future research in this scope study. First, the respondents of the sampling used in this study were limited to Entrepreneurship undergraduates. Second was the limitation of the talent development construct to the universities dimension. Third, the last limitation of this study is that the 346-sample size is relatively suitable from statistical viewpoints but should be extended to a larger

sample size for solid generalization of the findings of the study.

5.6 Recommendation / Suggestion for Future Research

It is undeniable that the study about modeling the talent development for entrepreneurship among students in UMK has been carried out as extensively as it should. However, there are rooms for improvement and a better value can be added for future studies. From that justification, the continuity of talent development for entrepreneurship among students in UMK can be carried on for future studies. Therefore, the researchers of the study have outlined suggestions for future studies, and the details of the suggestions are as follows:

During the first phase of the research, the original outline of the talent development model consists of: talent shortage (talent management), talent supply (talent, university infrastructure, and curriculum), and talent demand (basic salary, FWH, employee's benefit, and government policy). Then, during the grand phase of the finding of the study, after the model is refined by the experts, the talent development model consists of: talent shortage (talent management, socio-economic, government agency support), talent supply (competent talent, university infrastructure, curriculum, succession planning, and industry engagement), and talent demand (minimum salary, FWH, employee benefit, government policy, career progression, and professional certificate). Therefore, future studies could use these new forms of talent development model, in order to gain different or more extensive results. The new list of factors in the new model could be plugged in the talent development questionnaire, which is used in this study.

This study is strictly limited for entrepreneurship students in UMK. Therefore, the justification findings in this study are based on the entrepreneurship students concerned. Nonetheless, the study of talent development models can be expanded through all Malaysian institutions. The replication of the study can be carried on for new undergraduates, especially students from Year 1. Currently, this study is focused on FKP students that are from entrepreneurship courses. Hence, the landscape of the current

needs and preferences in university amongst entrepreneurship students would be different. In addition, this study can be replicated in order to gain the result of a new undergraduate course that is valid through all courses in FKP.

The big data method is a trending method for gaining a comprehensive result generalization. So far, the current study is focused on the FKP students that are entrepreneurship students. The total population of the FKP students is around 3,451. However, the total population of undergraduate students in UMK is 5823. Thus, by using the big data method, more comprehensive and diversified results can definitely be obtained.

5.7 Overall conclusion of the study

This chapter has discussed the overall findings of the study. To assess the impact of talent development on students at the university, the researcher conducted this study using a questionnaire survey. Based on a survey of data from respondents, this study presents a summary of the final findings. This allows the researcher to classify and evaluate the data to determine whether the goals of the analysis have been met by the findings. Therefore, the whole idea will be accepted. Future researchers can also add more variables to the study to get more specific data and results. Finally, this chapter presents some recommendations designed to improve this type of research in the future.

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APPENDIX A – Draft Questionnaire

UNIVERSITI MALAYSIA KELANTAN

FACULTY OF ENTREPRENEURSHIP AND BUSINESS

BACHELOR OF COMMERCE WITH HONOURS

Talent Development for Entrepreneurship among students in UMK

Dear respondents:

We are final year students of Bachelor of Entrepreneurship (Commerce) with Honours from Faculty of Entrepreneurship & Business, University Malaysia Kelantan. We are conducting a study under the tittle "TALENT DEVELOPMENT FOR ENTREPRENEURSHIP AMONG STUDENTS IN UMK." Your participation in this research is greatly appreciated. The questionnaire will take about 5 to 10 minutes of your valuable time. Your personal information will be strictly confidential. The data collected are only used for the purpose of academic research.

The following questionnaire will require approximately 5-10 minutes to complete. The data collected will provide useful regarding on our research and all data will be stored safety and kept for academic purposes only. Your kind participation to this study is greatly appreciated. Kindly provide your valuable responses to all the statement listed in this questionnaire. All responses will be kept confidential. There are no correct or incorrect responses to the statements. For further details please contact:

1. HARIHARAN A/L SIVAKUMAR (A19A0172)
2. NEW YEN QING (A19A0401)
3. NOR SYAHIDA BINTI FADZRY (A19A0466)
4. NURIN AMIRAH BINTI HANIFF (A19A0678)

Thank you very much for your feedback and cooperation.

SECTION A: RESPONDENT PROFILE

BAHAGIAN A: PROFIL RESPONDEN

The following questions aim to provide some demographic information that is important to this study. Please fill this accurately. Please tick (/) on the right information.

Soalan-soalan berikut bertujuan mendapatkan beberapa maklumat demografi yang penting untuk kajian ini. Sila isi dengan tepat. Sila tandakan (/) pada maklumat yang betul.

1. GENDER/JANTINA

Male/ Lelaki	
Female/ Perempuan	

2. AGE/UMUR

19 - 21	
22 - 24	
25 - 27	

3. RACE/ BANGSA

MALAY/MELAYU	
INDIAN/INDIA	
CHINESE/CINA	
OTHERS/LAIN-LAIN	

4. CGPA/PNGK

Below 2.00	
2.01 – 2.66	
2.67 – 2.99	
3.00 – 3.66	
3.67– 4.00	

5. COURSE/KOS

SAK	
SAE	
SAL	
SAR	
SAB	
SAA	
IT	

6. Do you want to start a business?/ Adakah anda mahu memulakan perniagaan?

Yes/Ya	
No/Tidak	

SECTION B/ BAHAGIAN B: DEPENDENT VARIABLE

This section contains the dependent variable that stated in this study. Please answer all the following questions by chosen the one that is most relevant to your thoughts and perspectives.

Bahagian ini mengandungi pembolehubah bergantung yang dinyatakan dalam kajian ini. Sila jawab semua soalan berikut dengan memilih yang paling relevan dengan fikiran dan perspektif anda.

Read and tick your answer below (/) with refer to the given scale.

Baca dan bulatkan jawapan anda di bawah dengan merujuk kepada skala yang diberikan.

LIKERT SCALE/ SKALA LIKERT

1.STRONGLY DISAGREE / SANGAT TIDAK BERSETUJU	2. DISAGREE / TIDAK BERSETUJU	3. NEUTRAL / NEUTRAL	4. AGREE /BERSETUJU	5. STRONGLY AGREE / SANGAT BERSETUJU

The following questions are investigating the Factors Affecting the Lack of Talent Shortage Among UMK Students. As for the questions of scale given below. You can mark your sincere answers in the scale given from 1 to 5. */ Soalan berikut adalah untuk Mengkaji Faktor-Faktor Yang Mempengaruhi Bagi Kekurangan Bakat Dalam Kalangan Mahasiswa UMK. Setiap skala untuk soalan diberikan di bawah. Anda boleh menandakan jawapan anda pada skala 1 hingga 5.*

No.	Talent Development/ pembangunan bakat	1	2	3	4	5
1	I believe that training or doing activities will help me improve my skills. / Saya percaya bahawa latihan atau aktiviti akan membantu saya meningkatkan kemahiran saya.					
2	I gained new skills that I can implement in the future scope of work. / Saya memperolehi kemahiran baharu yang dapat saya laksanakan dalam skop tugas pada masa hadapan.					
3	I can manage various tasks without any guidance. / Saya boleh menguruskan pelbagai tugas tanpa sebarang bimbingan.					

4	I perform well to mobilise collective intelligence for teamwork. / Saya menunjukkan prestasi yang baik untuk menggerakkan kecerdasan kolektif untuk kerja berpasukan.					
5	I have the skills and knowledge to think creatively about a work. / Saya mempunyai kemahiran dan pengetahuan untuk berfikir secara kreatif tentang sesuatu kerja.					

SECTION C/ BAHAGIAN C: INDEPENDENT VARIABLES

Factors that affect the supply of talent to UMK students. As for the questions of scale given below. You can mark your sincere answers in the scale given from 1 to 5. / *Faktor-Faktor yang mempengaruhi bekalan bakat kepada mahasiswa UMK . Setiap skala untuk soalan diberikan di bawah. Anda boleh menandakan jawapan anda pada skala 1 hingga 5*

No.	Talent/ Bakat	1	2	3	4	5
1	I have comprehensive general employability skills. / Saya mempunyai kemahiran kebolehkerjaan am yang komprehensif					
2	I have an entrepreneurial technical skill. / Saya mempunyai kemahiran teknikal keusahawanan.					
3	I have communication skills/ Saya mempunyai kemahiran komunikasi.					
4	I have networking skills. / Saya mempunyai kemahiran rangkaian.					
5	I have interpersonal skills. / Saya mempunyai kemahiran interpersonal.					
6	I have social skills. / Saya mempunyai kemahiran sosial.					

7	I have learning skills. / Saya mempunyai kemahiran belajar.						

.

No.	University Infrastructure/ Infrastruktur Universiti	1	2	3	4	5
1	I understand what is the university infrastructure/ Saya faham apa itu infrastruktur universiti.					
2	University has provided an excellent experienced lecturer. / Universiti telah menyediakan pensyarah berpengalaman yang cemerlang.					
3	The lectures have a vast experience in Entrepreneurship field. / Kuliah tersebut mempunyai pengalaman luas dalam bidang Keusahawanan.					
4	University has provided a very conducive environment. / Universiti telah menyediakan persekitaran yang sangat kondusif.					

5	University infrastructures were alignedwith the needs of industry. / Infrastruktur universiti diselaraskan dengan keperluan industry.					
6	University frequently had collaboration with industry. / Universiti sering mengadakan kerjasama dengan industri.					
7	University have fully supported the student to start up a business. / Universiti telah menyokong penuh pelajar untuk memulakan perniagaan.					
8	University provided the best method of teaching. / Universiti menyediakan kaedah pengajaran yang terbaik.					

No.	Curiculum/ Kurikulum	1	2	3	4	5
1	Objective of the curriculum is clearly defined. / Objektif kurikulum ditakrifkan dengan jelas.					
2	Content is very practical. / Kandungan sangat praktikal.					
3	Content is up to date. / Kandungan adalah terkini.					
4	Content is very comprehensive. / Kandungan sangat komprehensif.					
5	Curriculum given have made me a better talent. / Kurikulum yang diberikan telah menjadikan saya bakat yang lebih baik.					
6	Curriculum nowadays is more theoretical approach. / Kurikulum pada masa kini lebih kepada pendekatan teori.					

7	Curriculum influenced by lecturer's knowledge. / Kurikulum dipengaruhi oleh pengetahuan pensyarah.					

THANK YOU / TERIMA KASIH

APPENDIX B - Gantt Chart

GANTT CHART														
Project Plans	**Weeks**													
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
1. Assigning group & Identifying research area														
2. Finding related journal														
3. Formulating research question & title														
4. Formulating research strategy & design & method														
5. Writing research proposal														
6. Submission & presentation (PPTA I)														
7. Questionnaire distribution & data collection														
8. Data analysis														
9. Writing final year research project report														
10. Submission & Presentation (PPTA II)														