

**THE INFLUENCE OF FUTURE READY COMMERCE
CURRICULUM ON THE UNDERGRADUATE
COMMERCE STUDENTS COMMITMENT**

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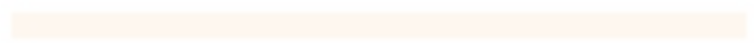
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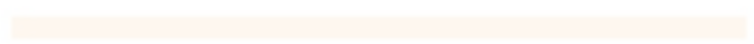
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The Influence Of Future Ready Commerce Curriculum On The Undergraduate Commerce Students Commitment

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the degree of Entrepreneurship (Commerce) With Honours**

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2024

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ABSTRACT

THE INFLUENCE OF FUTURE READY COMMERCE CURRICULUM ON THE UNDERGRADUATE COMMERCE STUDENTS COMMITMENT

Recent commerce graduates face challenges in securing employment due to the rapid evolution of the industry. A major contributor is their readiness for the job market, mainly influenced by the curriculum during their undergraduate studies. This study at Universiti Malaysia Kelantan explores the factors that influence student commitment among commerce students. In this study, a conceptual model consisting of independent variables such as curriculum structure, teaching and learning delivery, assessment, career awareness, and facility readiness, with student commitment as the dependent variable. A quantitative research approach is used in this study by choosing a simple random sampling technique. The questionnaire was distributed through google form and 346 respondents among the population of 3559 commerce students participated in answering the questionnaire of this study. The data obtained was analyzed using IBM SPSS software. Based on the data collected from the questionnaire survey, different data analysis methods such as descriptive analysis, reliability test, Pearson correlation, and Linear Regression for hypothesis testing were carried out. In this study, hypothesis testing was carried out and the findings of the study show that all variables have positive significance towards the commitment of trade students. The commerce curriculum has the potential to create employment opportunities for undergraduate students. In addition, this curriculum will develop an innovative and global approach in Commerce. It will develop undergraduate students into more creative and visionary entrepreneurs and encourage them to run businesses.

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LIST OF ABBREVIATIONS

| | |
|------|--|
| HEIs | Higher Education Establishments |
| F2F | Face-to-Face |
| SPSS | Statistical Package for the Social Science |
| UMK | Universiti Malaysia Kelantan |



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CHAPTER 1
INTRODUCTION

1.1 Research background

The global business landscape has undergone rapid and transformative changes, driven by technological advances. These changes have created a demand for a workforce equipped with skills that go beyond the traditional boundaries of commerce education. Traditional commerce curriculum may not be able to fully address the growing needs of the business world. The gap between what is taught in the lecture room and the skills required by the growing industry raises concerns about the readiness of undergraduates to meet the challenges of the future.

Through this commerce curriculum, students will be exposed to the environment of the business world. It is useful to prepare them for self-employment and develop their entrepreneurial abilities. The commerce curriculum has all the potential to create employment opportunities for undergraduate students.

Without education, a recent survey suggests four broad categories of skills and attitudes related to employment, income and job satisfaction: cognitive, digital, interpersonal, and self-leadership (Dondi et al., 2021). These are suggested as transdisciplinary skills and competencies that will help graduates thrive in the world of work of the future regardless of the sector in which they work.

The fourth industrial revolution (IR4.0), characterized by the integration of digital technologies, automation and data-based decision-making, has reshaped the

nature of commerce and industry. As businesses adapt to this new paradigm, there is a growing consensus that educational institutions must also evolve to ensure that graduates are not only academically sound but also equipped with practical and future-oriented skills.

The aim of this study is to explore the influence of the future ready trade curriculum on the level of commitment of undergraduate students. Commitment in this context does not only include academic dedication but also related to real-world application, and passion for continuous learning.

By delving into this research, we seek to understand how an updated curriculum that aligns with future demands impacts student commitment levels. This exploration is important for educators, policy makers and institutions that aim to provide an education that not only meets current standards but also anticipates and prepares students for the challenges and opportunities that await in the ever-evolving world of commerce.

1.2 Problem statement

In the rapidly evolving context of commerce education, traditional curriculum approaches may no longer be sufficient to equip undergraduate students with an adequate skill set to enhance their marketability in the future (S. A. Zainuddin et al., 2021). As the industry continues to undergo transformative changes driven by technological advances and global change, there is a recognized need for a future-ready commerce curriculum designed to equip students with the skills and knowledge essential for success in the evolving world of commerce. However, the effectiveness of

such a curriculum in fostering student engagement, commitment and readiness for the evolving business environment remains unexplored.

The problem statement is to investigate and understand the impact of a future-ready commerce curriculum on the commitment demonstrated by undergraduate students. This curriculum gap creates significant challenges for students. Students find themselves entering the job market without the necessary skills to navigate the digital transformation and global complexity of the contemporary business environment. Because of that, many students graduate without being provided with sufficient skills and exposure by the university. This will cause many graduates to face various challenges in getting a job. Some of them will be unemployed if the company only sees skills in graduates. This is because employers prefer to hire graduates who have certain knowledge and skills to advance their company (S. A. Zainuddin et al., 2021).

This study aims to address this gap by examining the relationship between the implementation of a future-ready trades curriculum and the level of commitment demonstrated by undergraduate students. By identifying key factors influencing commitment, the research aims to provide insights to educators, policy makers and institutions seeking to improve the effectiveness of commerce education in preparing students to face the complexities of the evolving business environment.

Therefore, the development of a future ready commerce curriculum becomes essential to bridge this gap. It can ensure that undergraduate students are adequately prepared to contribute effectively to the workforce and thrive in the complex.

1.3 Research questions

There are five questions in this research:

1. What is the relationship between Curriculum Structure and commerce students commitment among undergraduate students?
2. What is the relationship between Teaching and Learning Delivery of the Future Ready Commerce Course and commerce students commitment among undergraduate students?
3. What is the relationship between Assessment of Future Ready Commerce Course and commerce students commitment among undergraduate students?
4. What is the relationship between Career Awareness of the Future Ready Commerce Course and commerce students commitment among undergraduate students?
5. What is the relationship between Facility Readiness of Future Ready Commerce Course and commerce students commitment among undergraduate students?

1.4 Research objectives

There are five objectives in this research:

1. To examine the influence of the curriculum structure of the Future Ready Commerce Course on Commerce Student's Commitment.
2. To determine the influence of Teaching and Learning Delivery of the Future Ready Commerce Course on Commerce Students' Commitment.
3. To examine the influence of the Assessment of Future Ready Commerce Course on Commerce Student's Commitment.

4. To determine the influence of Career Awareness of the Future Ready Commerce Course on Commerce Student's Commitment.
5. To examine the influence of Facility Readiness of Future Ready Commerce Course on Commerce Student's Commitment.

1.5 Significance of the study

This study examines the entrepreneurship and business faculty students at Universiti Malaysia Kelantan's commitment to the commerce curriculum from a number of perspectives including curriculum structure, teaching and learning delivery, assessment, career awareness, and facilities. Because certain information may be needed in the future based on the findings, the researcher will also gain from this study.

The study can greatly improve the curriculum for business courses. Institutions can determine the merits and demerits of the current curriculum structure by examining the effect of the Future Ready Commerce Curriculum on commitment. This realisation is essential for fine-tuning and modifying course elements to better suit students' dedication and academic performance. Concurrently, comprehending how instruction and learning delivery impact students' commitment offers important insights into efficient teaching strategies. Organisations have the ability to use this data to enhance their instructional strategies by implementing creative and captivating tactics that encourage a higher level of engagement from undergraduate students studying commerce.

Aside from that, the study's conclusions about the connection between student commitment and assessment strategies present a chance to improve assessment

practises. To foster a more comprehensive and encouraging learning environment, institutions can make sure that assessments not only support students' dedication but also are in line with learning objectives. Next, the study's findings can direct the creation and improvement of career awareness programmes offered by institutions. By knowing how career support affects commitment, academic institutions may better customise these programmes to the unique requirements and expectations of commerce students, resulting in a more seamless transfer to the working world. The study's examination of the influence of facilities on student commitment has practical implications for institutions in terms of infrastructure investment. Positive findings may justify increased investment in facilities, creating an environment conducive to learning and contributing to higher levels of student commitment

1.6 Scope of the study

The University of Malaysia, Kelantan, Pengkalan Chepa's entrepreneurship and business students will be participants in this study. As a result, it has easy access to the region and possible respondents. Because the respondents were students enrolled in commerce courses, they were chosen for this study. The study also aims to determine the factors that influence trade students' commitment to the topic when they enroll in it. The population or sample for this study was determined by distributing questionnaires to students in the University of Malaysia Kelantan's entrepreneurship and business faculty. Universiti Malaysia Kelantan, Pengkalan Chepa is the study's geographic focus.

1.7 Definition of Term

A statement expressing the essential nature of something that enables a common understanding of key terms.

i. Future Ready

A commitment to innovative learning practices that support teachers and students to develop the skills needed for a rapidly-evolving future.

ii. Commerce

The exchange of goods and services on a large scale.

iii. Curriculum

A curriculum is the combination of instructional practices, learning experiences, and students' performance assessment that are designed to bring out and evaluate the target learning outcomes of a particular course.

iv. Undergraduate Students

A student at a college or university who has not received a first and especially a bachelor's degree.

v. Commitment

A commitment is something which regularly takes up some of your time because of an agreement you have made or because of responsibilities that you have.

1.8 Organisation of the study

This research proposal aims to examine the influence of a "The Influence of Future Ready Commerce Curriculum On the Undergraduate Students Commitment" on the commitment levels of undergraduate students within the dynamic business landscape. The introduction provides context by highlighting the curriculum's relevance, setting the stage for the central inquiry: how does the implementation of this innovative curriculum shape student commitment? A thorough literature review navigates existing studies on curriculum models and commitment factors, revealing crucial gaps in current understanding. Explicitly stated objectives and hypotheses guide the research, emphasizing the necessity of unraveling the unique impact of the Future Ready Commerce Curriculum. The methodology delineates research design, participant selection, and measurement methods. Significance is illuminated, discussing potential benefits for students, educators, and the broader field of commerce education. A detailed timeline, budget considerations, ethical safeguards, and anticipated results contribute to a comprehensive proposal. The conclusion succinctly underscores the proposal's importance and anticipated contributions to advancing our comprehension of the intricate relationship between curriculum innovation and student commitment.

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CHAPTER 2
LITERATURE REVIEW

2.1 Introduction

The researcher's main focus in this chapter will be on the factors that influence undergraduate students' exposure to future-ready commerce curricula. Previous studies in this chapter also cover the definitions of each independent variable, which include career awareness, teaching and learning delivery methods, curriculum structure, assessment, and facilities for undergraduate students' future-ready commerce courses. This study attempts to clarify the concept of "future-ready curriculum" in greater depth. This chapter will also include the hypothesis statements regarding the independent and dependent variables. It does this by reviewing the literature in order to identify best practises, successful models, and areas for improvement.

2.2 Underpinning Theory

A "future-ready curriculum" refers to an instructional method that is intended to educate pupils for future problems and possibilities. It focuses on building a set of skills, knowledge, and characteristics that go beyond standard academic curriculum and prepares learners to flourish in a fast changing and dynamic environment. A future-ready curriculum often emphasizes analytical thinking, flexibility, computer literacy, communication skills, global awareness, and a learning-as-you-go approach. By providing students with a forward-thinking and relevant education, the objective is to

guarantee that they are well-equipped to achieve in a range of situations, including the workplace, society, and personal growth.

In order to produce graduates who are prepared for the future, the curriculum and teaching strategies are being updated to include new, essential components like experiential learning, an organic, adaptable curriculum, and a lifetime learning attitude. The skill sets of graduates are also expanded to better accommodate opportunities in the gig economy.

Universities are also swiftly catching up with Industry 4.0 (IR4.0) high-tech advancements. For universities to endure and thrive, it is critical that they continue to improve how they educate and assist students in learning. From this research, researchers can ensure that students graduate not just with high marks, but also with the abilities necessary to begin working. Consider having the newest and greatest tools in the toolkit. A Future Ready Curriculum keeps students in business up to speed on the latest ideas, technology, and business practices. It's like having the most up-to-date knowledge at your disposal. Aside from that, the curriculum teaches pupils that learning is an ongoing process. It's like they have a talent that allows them to adapt to various situations throughout their lives. For example, despite the fact that academic success in standardized assessments remains crucial for many countries, Malaysia has taken attempts to include 21st century skills into their curriculum (Lamb, Maire, & Doecke, Citation2017; Hamilton, Soland, & Stecher, Citation2013).

Table 2.2 Future Ready Curriculum Elements

| Future Ready Curriculum Elements | | |
|---|---|--|
| Future Ready Curriculum | Transformative Learning and Teaching Delivery | Alternative Assessments |
| Convergent, Multi/Inter/Trans Disciplines Flexible and Non- Conventional Curriculum Industry Partnership Global Collaboration | 21 st Century Pedagogies Futuristic Learning Environment and Current Technologies Immersive Experiential Learning | Authentic Assessment Project-Based Assignment Problem-Based Assignment Reflective pieces Concept Maps Critical Analysis Case-based Scenarios |

Sources: MQA Guidelines to good practices: Curriculum design and delivery (: Pautan Pintas
 ::, n.d.)



2.3 Previous Studies

2.3.1 Independent Variable 1 and Dependent Variables

Relationship between curriculum structure and commerce student commitment

The report provides general guidelines for curriculum structure, followed by specific advice on learning and teaching principles, restructuring processes and leadership and management changes. It provides examples of several educational philosophies, including vertical and horizontal integration. It discusses the use of competencies, learning outcomes, degree levels and assessment and provides some recommendations.

The commitment level really depends on a few key things when it comes to studying commerce. If what we learn feels like it's actually useful in the real world and the classes are interesting and interactive, it makes the whole university experience more exciting. Being able to choose what we want to study and getting hands-on experiences like internships really spice things up. A good connection with professors, seeing how our studies link up with our future career, fair grading, using cool tech tools, exploring global perspectives, and getting regular feedback on how we're doing all these factors add-up to make the whole commerce university experience more engaging and worthwhile. It's about making the journey through university enjoyable, practical, and relevant to where we want to head in the future.

H1: There is a significant impact between Curriculum Structure and Commerce Students' Commitment among undergraduate students.

2.3.2 Independent Variable 2 and Dependent Variables

Relationship between teaching and learning delivery and commerce student commitment

The higher education industry has unique challenges in the present changing environment. Usually conducted in-person, the teaching and learning activities fulfill the growing need for educational opportunities. Higher education establishments (HEIs) are continuously growing their online offerings. However, quick developments, new software, hardware, and student attention spans have altered the nature of instruction, particularly in higher education (W.M. Hearn, F. Turley, L.H.Rainwater, 2017). Furthermore, even the most passive institutions are under pressure to alter their teaching modalities because of the ongoing COVID-19 pandemic (Daniel, 2020). Selecting the right distribution channel is crucial for effective learning in higher education. In regular seminars or laboratories with in-person feedback, the instructor provides the information in the Face-to-Face (F2F) mode, which has historically been regarded as the most dependable (Gros, Garcia, & Escofet, 2012). This style largely relates to the way the teacher teaches and the activities that take place in the classroom (Boon, 2010).

How teachers teach and deliver lessons has a big impact on how committed commerce students are. When classes involve cool things like group projects or real-world examples, it makes learning more interesting, and using technology in lessons, like online tools, keeps students engaged. Having supportive and approachable teachers who give fair grades and feedback also plays a big role. When what's taught in class connects to real-life situations, it feels more important, and if classes are

interactive and consider different cultures, it makes students feel more involved. So, the way teachers do their thing really affects how committed commerce students are to their studies.

H2: There is a positive influence between Teaching and Learning Delivery and Commerce Students' Commitment among undergraduate students.

2.3.3 Independent Variable 3 and Dependent Variables

Relationship between assessment and commerce student commitment

"Assessment" in the context of teaching and learning languages refers to the process of gathering data and forming opinions about a language learner's proficiency and level of knowledge. The "stakes" associated with testing have a strong connection to the aim of assessment; as such, the purpose of assessment determines the kind of instrument that is used and the resources that are allocated to its creation. Though there are many facets to the links between assessment and teaching, several tendencies are important to note. Assessment settings and goals are diverse. One of the most popular forms of evaluation in language schools is informal observation of students' language use. In many educational systems, a thorough documentation of language use in the classroom may be necessary since instructors' assessments of students' performance may be a significant component of the evidence used for external reporting to authorities.

How tests and grades work really matter for commerce students. If assessments are fair, with clear feedback, it makes learning more positive and keeps students interested. When tests relate to real-life stuff and let students use what they've learned,

it makes them feel like what they're doing is important. The way we're assessed can affect how committed we are to our commerce studies.

H3: There are corresponding positive changes between Assessment and Commerce Students' Commitment among undergraduate students.

2.3.4 Independent Variable 4 and Dependent Variables

Relationship between career support program and commerce student commitment

Four major sources of support for professors were found by a survey of faculty members at a research-oriented public institution in the Midwest. This includes colleagues in academic units; professional support outside the unit, such as administrators, colleagues on campus with similar research interests, and national and international networks; and minority networks, which consist of minority faculty in the unit and on campus as well as other ethnic or cultural groups off campus. Personal support off campus includes spouse or significant other, family, friends, former professors and religious community. Faculty members primarily receive help from their spouses or significant others. Different types of career assistance for men and women and faculty members in various positions were investigated.

Having a career support program significantly influences the commitment of commerce students. When students receive guidance and resources for their future careers, it boosts their commitment levels. Practical support, like resume-building workshops and internship opportunities, connects their education to real-world success, making them more dedicated to their studies. Knowing that the university is

invested in their career growth fosters a sense of commitment, as students see the relevance of their commerce education in achieving their professional goals. In summary, a robust career support program positively impacts commerce student commitment by bridging the gap between academic learning and future success in the business world.

H4: There is a significant effect between Career Awareness and Commerce Students' Commitment among undergraduate students.

2.3.5 Independent Variable 5 and Dependent Variables

Relationship between facility and commerce student commitment

Libraries are a valuable tool for fostering intellectual growth. A well-stocked library serves as a repository for data and records of human experience that users may access (Parveen, 2013; Felicia and Juliana, 2010). Kotso (2010) asserts that libraries support research by gathering, preserving, and offering a range of information resources pertinent to their research community. A well-run library system may be very beneficial to instructors, students, and other stakeholders user development from a wider angle. The library at the university or any other library connected to Institutions of higher learning exist to further the objectives of their parent organizations (Chamini, 2010). The link between internal and external organizational aspects is established by Thiruchelvam S J and Velnampy T (2010) via Psychological Empowerment of Employees.

The facilities provided to commerce students have a substantial impact on their commitment. Well-equipped and conducive learning spaces create an environment that fosters engagement and dedication. Accessible resources, such as modern libraries and state-of-the-art technology, contribute to a positive student experience and reinforce the relevance of their studies. Comfortable and functional facilities also play a role in promoting a sense of belonging, which is linked to increased commitment levels. In essence, when universities invest in quality facilities for commerce students, it enhances their commitment by providing a supportive and enriching learning environment.

H5: Facility Readiness positively influences Commerce Students' Commitment among undergraduate students.

Dependent variables

Committed commerce students show positive gains in a number of areas. Their participation in class discussions and events is active, their grades tend to get better, and they are more likely to continue with their programme and complete their degree. Club membership is a sign of a committed student's deeper involvement with their academic community. Significantly, their general level of satisfaction with education rises, indicating a favorable educational experience. This dedication goes beyond academics to include continuing interest in studying and preparedness for future employment. In summary, a student's commitment to their commerce studies affects many facets of their academic career and lays the groundwork for future success.

2.4 Hypotheses Statement

Based on the theory and previous studies, a few hypotheses have been formed that influence commerce student commitment among undergraduate students. There are five hypotheses statement have been shown below:

H1: There is a significant impact between Curriculum Structure and Commerce Students' Commitment among undergraduate students.

H2: There is a positive influence between Teaching and Learning Delivery and Commerce Students' Commitment among undergraduate students.

H3: There are corresponding positive changes between Assessment and Commerce Students' Commitment among undergraduate students.

H4: There is a significant effect between Career Awareness and Commerce Students' Commitment among undergraduate students.

H5: Facility Readiness positively influences Commerce Students' Commitment among undergraduate students.

2.5 Conceptual Framework

A conceptual framework is a structure or a set of interconnected ideas, concepts, or theories that provides a foundation for understanding and investigating a particular phenomenon. In the context of research, a conceptual framework serves as a guiding tool for designing the study, collecting and analyzing data, and interpreting the results. It helps researchers conceptualize the relationships between different variables or components of a study.

Figure 2 below shows the relationship between the independent variables and dependent variables. In this study, curriculum structure, teaching and learning delivery, assessment, career awareness, and facility readiness are independent variables, meanwhile dependent variable is commerce students commitment. The effect from the independent variables on the dependent variable will be shown through this research. This research had pointed out the theoretical framework to further explore the influencing of future ready commerce curriculum on the undergraduate students commitment.

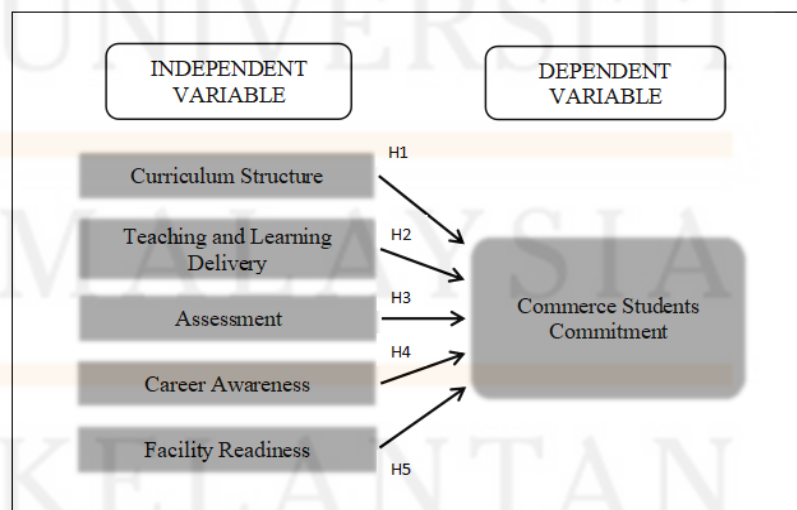


Figure 2.5: Conceptual Framework

2.6 Summary of the chapter

In conclusion, "Future Ready Commerce Curriculum for Undergraduate Students" is a very important educational curriculum concept. It helps adapt the business curriculum to prepare students to meet the challenges of the rapidly changing business world. In its implementation, programs such as those at Universiti Malaysia Kelantan have proven their effectiveness in training students to be better prepared to face technological changes and increasingly complex industry demands. Nevertheless, the introduction and appreciation of the skills taught in this curriculum is an important aspect, and there are still challenges in implementing it. With a deep understanding of future needs, the "Future Ready Commerce Curriculum" helps ensure students are prepared before stepping into this dynamic and changing business world.

CHAPTER 3
METHODOLOGY

3.1 Introduction

A research study may use a variety of techniques, which are all included in research methods. The researcher uses these techniques to get samples, collect data, and come up with answers to issues. At its simplest, the scientific research approach requires explanations that are based on observations, measurements, and facts rather than just logic. Finding answers to research problems is, at its core, the goal of research methods (Goundar, 2012). The difficulties of research design, data collection techniques, study population, sample size, and method of sampling are covered in detail in this chapter. Finally, This chapter concludes with a thorough discussion of the data analysis techniques, variable measurement, and research instruments.

3.2 Research design and approach

The overview of the research methods provided above highlights the two main approaches that are available, the quantitative approach and the qualitative approach. This study used quantitative research with primary data as its basis and was planned utilizing a deductive methodology. Measurement of quantity or amount is the central idea of quantitative research, which works best with quantifiable phenomena (Goundar, 2012). This study uses a descriptive methodology, concentrating on gathering data from respondents to evaluate hypotheses. Undergraduate students from Universiti Malaysia Kelantan participated in this study, and a specific questionnaire was used to collect data.

To identify trends, compute averages, evaluate correlations, and produce in-depth understandings, quantitative research involves the collection and analysis of numerical data. This methodology is applied in a variety of domains, including the social and scientific sciences (Fleetwood, 2018). Statistical methods are applied in the processing and interpretation of numerical data in the analysis of quantitative data. Quantitative research is a systematic method of data collection, frequently using larger sample sizes to represent the total population. Researchers collect numerical data using quantitative approaches and then run it through statistical analysis to identify statistically significant discoveries (Mark NK Saunders et al., 2019). The implementation of structured methodology improves the process of data analysis by enabling the collection of comprehensive and useful numerical data from survey participants (Fleetwood, 2018).

3.3 Data Collection Methods

Data collection is the main source of information for researchers in any field of study. Data collection begins with identifying the type of data needed, selecting a sample from a specific population, and using specific instruments to collect data from the selected sample (Kabir, 2016). Data can be collected using various instruments.

In this study, the researcher used a quantitative approach to conduct research entitled "The Influence of Future Ready Commerce Curriculum On the Undergraduate Students Commitment". According to Kimberly Houston (2022), quantitative research collects and analyzes numerical data to either accept or reject a hypothesis. Quantitative data collection methods rely on random sampling and structured data collection tools

that can classify various experiences according to a set of predetermined response categories. Data collection methods have been divided into two categories which are primary data and secondary data.

3.3.1 Primary Data

Primary data was obtained using an online survey due to its flexibility. The researcher has decided to prepare a questionnaire, which is basically a set of written questions with blank spaces for the target community to complete, has been used for data collection. The main method used by researchers to collect information from their target audience is the use of questionnaires (Cleave, 2021). Participating in this study were undergraduate students at Universiti Malaysia Kelantan (UMK) who followed an entrepreneurship course, particularly in the field of commerce. Google Forms was chosen as the platform to administer the questionnaire. Google Forms allows the creation of online surveys that can be automatically hosted via a web address (URL) and shared via social media such as WhatsApps and Telegram. This approach facilitates data collection from respondents and they have enough time to read carefully and answer the questionnaire honestly. The questionnaire included a cover letter explaining the purpose of the study, and users of social media and internet applications were assured that their data would be used ethically and not violate their privacy and confidentiality. (Khrais & Alghamdi, 2021)

3.3.2 Secondary Data

Secondary data refers to information that is easily accessible to researchers because it has been collected from primary sources and previous data collection. In this study, secondary data is being used, sourced from reports, internet, and articles. The

sample in this study was obtained from the target population. The importance of secondary data lies in its capabilities to coordinate further research efforts by leveraging previously available data and information. To improve primary data, this research draws from various sources, including government documents, academic literature, journals, articles and websites that address topics related to the influencing of future ready commerce curriculum on the undergraduate students commitment. All important journal papers for this study were obtained through various platforms, including the Universiti Malaysia Kelantan (UMK) library, My Athens UMK, ScienceDirect, Emerald, ProQuest, Google Scholar, and Scopus. (Schoorman, 2018)

3.4 Study Population

All groupings of people, events, or items of interest to researchers are referred to as populations. This study's population consists of commerce students at Campus Kota in Pengkalan Chepa. This study focuses on undergraduate students, particularly those in the Faculty of Entrepreneurship and Business. According to the statistics provided, there are a total of 3,559 commerce students.

3.5 Sample Size

A sample is a subset of the whole. Each person who is sampled is referred to as a subject. The researchers seek to know what elements impact the future-ready curriculum in business. As a result, the researcher concentrated on commerce students, particularly those at the Malaysian University of Kelantan Campus Kota, Pengkalan

Chepa. The researcher develops many sets of questions based on the study conducted on the issue, which is a future-ready curriculum for commerce.

The table below will assist you in establishing the sample size based on the population you have collected. Based on the table 3.4 of Krejcie & Morgan, 1970, we estimate that 346 people will participate in our study, which corresponds to the size of our population.

Table 3.5: Table of Krejcie & Morgan, 1970

| <i>Table for Determining Sample Size of a Known Population</i> | | | | | | | | | |
|--|----|-----|-----|-----|-----|------|-----|---------|-----|
| 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

As part of this study, a comprehensive set of questionnaires was sent. This research will make use of non-probability approaches. The questionnaire contains questions about item scale. For this study, convenience sampling strategies are effective and acceptable.

3.6.1 Non-probability Sampling

Non-probability sampling is a sampling method in which the selection of a sample member is uncertain. Because the probability of selection is unknown, the data acquired demonstrate whether the non-probability sample is representative of the larger population. A non-probability sample's objective is not to reflect the population, but just because it is not representative of the larger population does not mean it was picked haphazardly or without a clear purpose in mind.

In the early phases of a project, researchers may employ non-probability samples to conduct pilot studies or explorations. The researcher also employed non-probability samples throughout the project. These are primarily qualitative endeavours that seek a thorough idiographic grasp rather than a more widespread nomothetic perception. In the assessment, non-probability sampling procedures may be utilised to characterise certain very specific subgroups.

3.6.2 Convenience Sampling

In this research, non-probability sampling was utilised. Non-probability sampling is a technique used when the population is unclear or too huge in number. The major reason for utilising this non-probability sampling approach is because it is easier and may frequently be completed faster than the probability sample methodology. As a result, convenience sampling is one of the most often utilised non-probability sampling techniques. Convenience samples are created for readily available respondents. Simple sampling is the collecting of data by persons from the population who are available for data collection. The key advantage of this method of

sampling is the ease with which information may be retrieved. Convenience sampling is most commonly employed during the exploratory phase of a research study, and it may be the greatest strategy for rapidly and effectively gathering basic data.

3.7 Research Instrument Development

A research instrument is a device that allows you to collect, measure, and analyze data pertinent to your research goals.

In this study, we organized the 35 questionnaires into seven sections, namely A, B, C, D, E, F and G. We designed a self-administered questionnaire to collect data. We expanded and updated it to accommodate the different backgrounds of the respondents. We presented the questionnaire in both English and Malay to ensure clarity and inclusivity. The closed-ended questionnaire, which is part of our analysis, comprises standard questions. The primary advantage of this method is its simplicity and the ease with which students can respond.

Likert Scale

A 7-point Likert scale is included in this questionnaire. In order to measure “independent and dependent variables, a Likert scale with a 7-point scale was utilized, and each statement had seven response classifications ranging from “Fullyly disagree” to “Fully agree”.

Table 3.7 Distribution of Questionnaire Item

| Section | Aspect of Evaluation | Total Item | Number of Question |
|-----------|--------------------------------|------------|--------------------|
| Section A | Demographic Information | 5 | 1-5 |
| Section B | Curriculum structure | 5 | 6-10 |
| Section C | Teaching and learning delivery | 5 | 11-15 |
| Section D | Assessment | 5 | 16-20 |
| Section E | Career awareness | 5 | 21-25 |
| Section F | Facility readiness | 5 | 26-30 |
| Section G | Commerce student commitment | 5 | 31-35 |

3.8 Measurement of the Variables

This study used the ordinal measuring scale for section B,C,D,F, and G. In this section, we used a seven-point likert scale. The respondent who answers the questionnaire needs to mark the relevant answer for each question given. Seven-point likert scale has been shown in Table 3.2 to measure the response in section B,C,D,F, and G.

Table 3.8 Likert Scale Value

| Option | Degree |
|-------------------|--------|
| Strongly Disagree | 1 |
| Fairly Disagree | 2 |

| | |
|----------------|---|
| Disagree | 3 |
| Neutral | 4 |
| Agree | 5 |
| Fairly Agree | 6 |
| Strongly Agree | 7 |

3.9 Procedure for Data Analysis

Data analysis is the stage needed to change the data collection to analyze the data meaning and messages by the researcher to build up a possibility for analysis and appreciation of the structure (Betty Swift, 2006). In this research, the data obtained were investigated by using the Statistical Package for the Social Science (SPSS). This chosen technique aims to explore all the relationships and connections between the variables used in this research.

3.9.1 Reliability Analysis

Reliability analysis is known as the capability of research in obtaining identical values when the same thing is repeatedly measured by using the same measurement tool (Chua Yan Piaw, 2013). The reliability analysis procedures were used to measure scale reliability and evaluate the instrument's consistency.

3.9.2 Descriptive Analysis

Descriptive analysis is used to describe the characteristic of a variable that consists of mean, median, and mode for the variable of this study (Chua Yan Piaw, 2013). The early stages of the data are analyzed using descriptive analysis, which also helps to comprehend the sample that was tested for each of the questionnaire's variables. The researcher can classify and explain the data of demographic respondents by doing descriptive analysis in the research study such as gender, age, and employment status.

3.9.3 Pearson's Correlation

Pearson's correlation is an analysis that measures statistical relationships and associations between variables (Hair et al., 2007). Multiple data variables are compared using Pearson correlation to determine how similar they are (Zhu et al., 2019). The strength and direction of a linear relationship between variables should be evaluated.

3.9.4 Regression Analysis

Regression analysis is a set of statistical methods for estimating relationships between one or more independent variables and a dependent variable. It can be used to assess the strength of the relationship between variables and to forecast their future relationship.

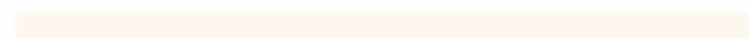
3.10 Summary / Conclusion

In summary, this chapter is clear about the research design, data collection methods, study population, sample size, and sampling methodology. The researcher prepared a questionnaire to collect data and analyze it using the Statistical Package for Social Science (SPSS). Descriptive analysis, reliability analysis, regression analysis

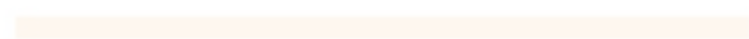
and correlation tests were used to analyze the data. It shows that the dependent variable is affected by the independent variable. The researcher will examine and discuss the results in more detail in Chapter 4.



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CHAPTER 4

RESULTS

4.1 Introduction

In this chapter, the researchers highlight on the data gathered and based on the research method approach. Every part will have a distinct focus. The preliminary analysis also will be carried out to test the reliability of the questions. A total of 346 respondents had answered the questions and the questionnaire had been successfully collected. Furthermore, this chapter also covers several tests, including validity analysis, reliability analysis, descriptive analysis, Pearson's Correlation analysis, multiple regressions, and a normality test, all of which were performed using the Social Sciences Statistical Package (IBM-SPSS Statistic Version 26) to examine the relationship between variables.

4.2 Preliminary Analysis

The purpose of the preliminary analysis was to see if the idea and variable were workable and reliable. Using the results of the pilot tests, a test of reliability has been done. Junyong (2017) says that a pilot study is done that reflects all the steps of the main study and proves that the study can be done by looking at the criteria for who can participate and who can't, how the drugs and interventions are made, how they are stored and tested, and how the researchers and research assistants are trained. Cronbach's Alpha (α) will be used to judge the results of this study, and a value of less than 0.60 is considered the lower acceptance limit.

Table 4.2: Rule of thumb for interpreting the size of a correlation coefficient

| Size of correlation | Interpretation |
|-----------------------------|---|
| .90 to 1.00 (-.90 to -1.00) | Very high positive (negative) correlation |
| .70 to .90 (-.70 to -.90) | High positive (negative) correlation |
| .50 to .70 (-.50 to -.70) | Moderate positive (negative) correlation |
| .30 to .50 (-.30 to -.50) | Low positive (negative) correlation |
| .00 to .30 (-.00 to -.30) | Little if any correlation |

Source: Schober et al., (2018)

The researchers conducted the questions randomly among 10 respondents for a pilot test on this research. This questionnaire was given to survey participants to test the instrument's reliability.

Table 4.2.1: The Results of the Pilot Test for All Variable by Reliability Test

| Cronbach's Alpha | Domain |
|------------------|--------------------------------|
| 0.973 | Student commitment |
| 0.979 | Curriculum structure |
| 0.971 | Teaching and learning delivery |
| 0.981 | Assessment |
| 0.973 | Career awareness |
| 0.917 | Facilities readiness |

Based on the table 4.2.1, the results show that the measurement items for each domain have high internal consistency, with Cronbach's Alpha values generally exceeding 0.9. This implies that the items within each domain measure their respective constructs consistently. However, it's worth noting that a slightly lower value for facility readiness (0.917) may necessitate further investigation or refinement of measurement items in that domain.

4.3 Demographic profiles of Respondents

This section discusses the demographic profile of the respondents. There are 346 respondents in all in the sample. A summary of the data gathered for this stage of the study is given in the following table, which includes information on the respondent's gender, age, race, course, and year of study.

4.3.1 Gender

The gender of male and female respondents is shown in Table 4.3.1. Out of the total respondents, 121 people (35%) were male, and the remaining 225 people (65%) were female. There are many differences between the genders of the respondents. As a result, it demonstrates that respondents are mostly female.

Table 4.3.1: Gender of Respondents

| Gender | | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|--------------------|-----------|---------|---------------|--------------------|
| Valid | Lelaki / Male | 121 | 35.0 | 35.0 | 35.0 |
| | Perempuan / Female | 225 | 65.0 | 65.0 | 100.0 |
| | Total | 346 | 100.0 | 100.0 | |

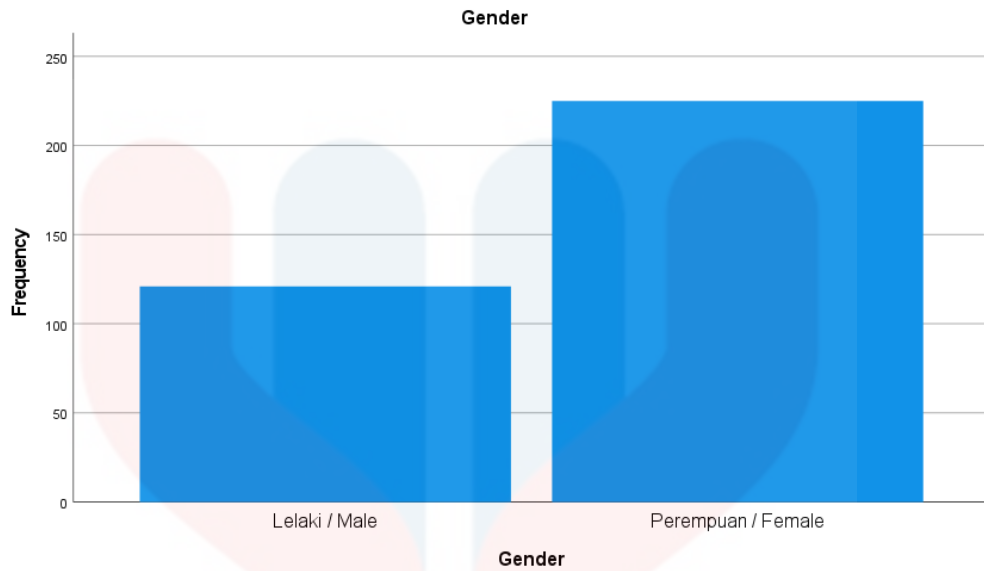


Figure 4.3.1: Gender of Respondents

4.3.2 Age

Figure 4.3.2 shows the age of the respondents. There are 70 respondents (20.2%) who fall into the gender age range of 19 to 22 years old, followed by the 254 respondents (73.4%) who are between the ages of 23 to 26 years old, and the 22 respondents (6.4%) who are between the ages of 27 to 30 years old. Therefore, it shows that the largest group of respondents, or the majority, are respondents aged between 23 to 26 years.

Table 4.3.2: Age of Respondents

| Age | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------|-----------|---------|---------------|--------------------|
| Valid | 19 - 22 years | 70 | 20.2 | 20.2 | 20.2 |
| | 23 - 26 years | 254 | 73.4 | 73.4 | 93.6 |
| | 27 - 30 years | 22 | 6.4 | 6.4 | 100.0 |
| Total | | 346 | 100.0 | 100.0 | |

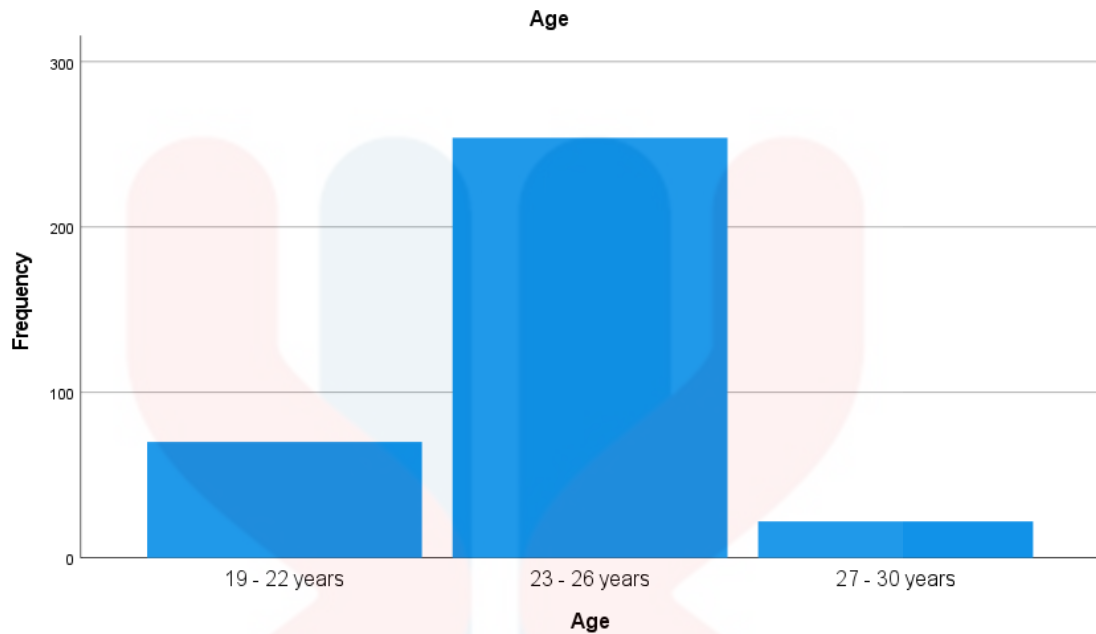


Figure 4.3.2: Age of Respondents

4.3.3 Race

According to the data below, 346 people in total responded to the survey. Based on the study, 229 respondents (66.2%) of the total were Malays. With a total of 65 respondents (18.8%), the Chinese respondents were the second highest. Followed by the Indian respondents, a total of 41 respondents (11.8%). Respondents from other races, including the Iban, were 8 (2.3%), while the Bajau, Bumiputera Sarawak, and Kayan each had only 1 respondent (0.3%). This indicates that there are more Malay students than other races.

Table 4.3.3: Race of Respondents

| Race | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------------------|-----------|---------|---------------|--------------------|
| Valid | Bajau | 1 | .3 | .3 | .3 |
| | Bumiputera Sarawak | 1 | .3 | .3 | .6 |
| | Cina / Chinese | 65 | 18.8 | 18.8 | 19.4 |
| | Iban | 8 | 2.3 | 2.3 | 21.7 |
| | India / Indian | 41 | 11.8 | 11.8 | 33.5 |

| | | | | |
|----------------|-----|-------|-------|-------|
| Kayan | 1 | .3 | .3 | 33.8 |
| Melayu / Malay | 229 | 66.2 | 66.2 | 100.0 |
| Total | 346 | 100.0 | 100.0 | |

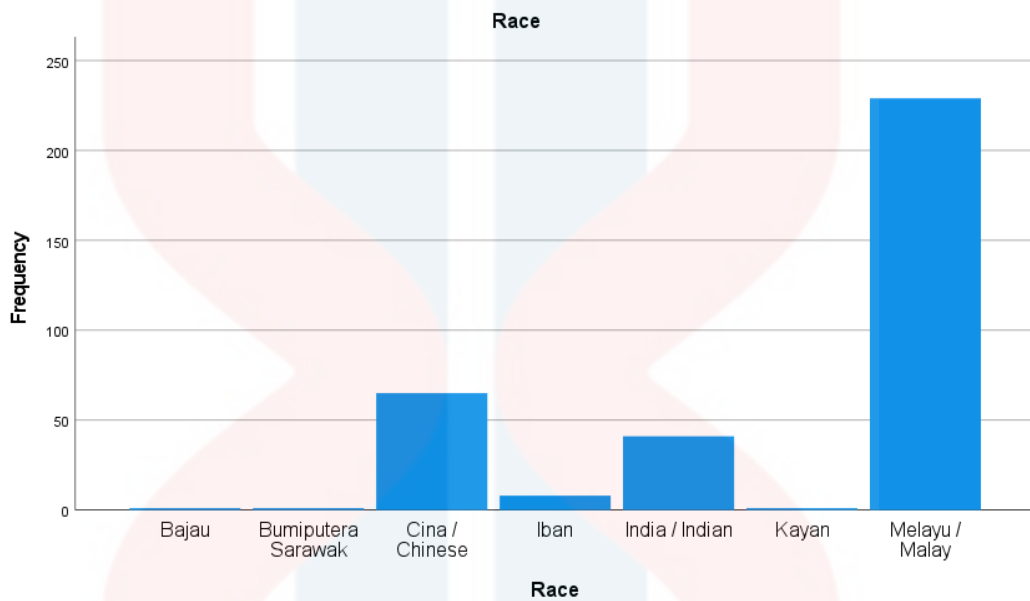


Figure 4.3.3: Race of Respondents

4.3.4 Course

The questionnaire results for the courses offered by the Faculty of Entrepreneurship and Business are displayed in the data below. The SAK course recorded the highest number of respondents, with 215 people (62.1%). Next, the second highest respondents were from the SAR course with 58 respondents (16.8%), followed by the SAL course with 41 respondents (11.8%), the SAB course with 17 respondents (4.9%), and the SAP course with 9 respondents (2.6%). Then, the SAH course only had 4 respondents (1.2%) and the SAE course had 2 respondents (0.6%).

Table 4.3.4: Course of Respondents

| Course | | | | | |
|--------|-------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | SAB | 17 | 4.9 | 4.9 | 4.9 |
| | SAE | 2 | .6 | .6 | 5.5 |
| | SAH | 4 | 1.2 | 1.2 | 6.6 |
| | SAK | 215 | 62.1 | 62.1 | 68.8 |
| | SAL | 41 | 11.8 | 11.8 | 80.6 |
| | SAP | 9 | 2.6 | 2.6 | 83.2 |
| | SAR | 58 | 16.8 | 16.8 | 100.0 |
| | Total | 346 | 100.0 | 100.0 | |

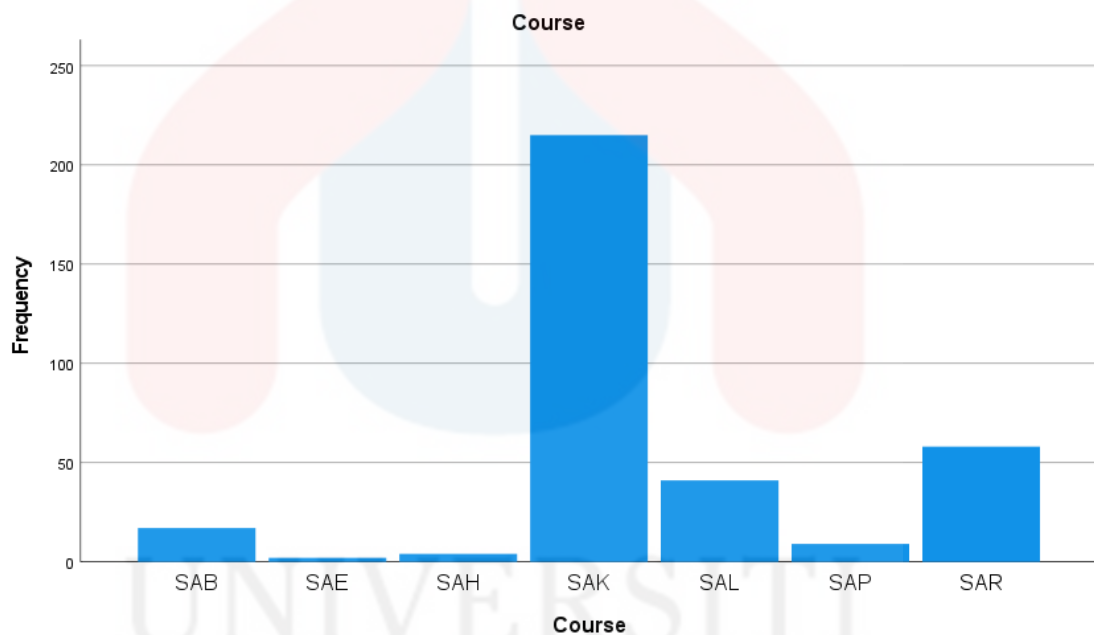


Figure 4.3.4: Course of Respondents

4.3.5 Years of Study

Figure 4.3.5 shows the respondent's year of study. With 240 responses (69.4%), fourth-year students provide the largest percentage. The second-highest group is 3rd-year students, with a total of 48 respondents (13.9%), followed by 2nd-year students, with a total of 48 respondents (13.9%), followed by 2nd-year students, with a total of 39 respondents (11.3%). With 19 responses (5.5%), first-year students make up the minority group.

Table 4.3.5: Years of Study

| Years of Study | | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|------------------|-----------|---------|---------------|--------------------|
| Valid | Tahun 1 / Year 1 | 19 | 5.5 | 5.5 | 5.5 |
| | Tahun 2 / Year 2 | 39 | 11.3 | 11.3 | 16.8 |
| | Tahun 3 / Year 3 | 48 | 13.9 | 13.9 | 30.6 |
| | Tahun 4 / Year 4 | 240 | 69.4 | 69.4 | 100.0 |
| | Total | 346 | 100.0 | 100.0 | |

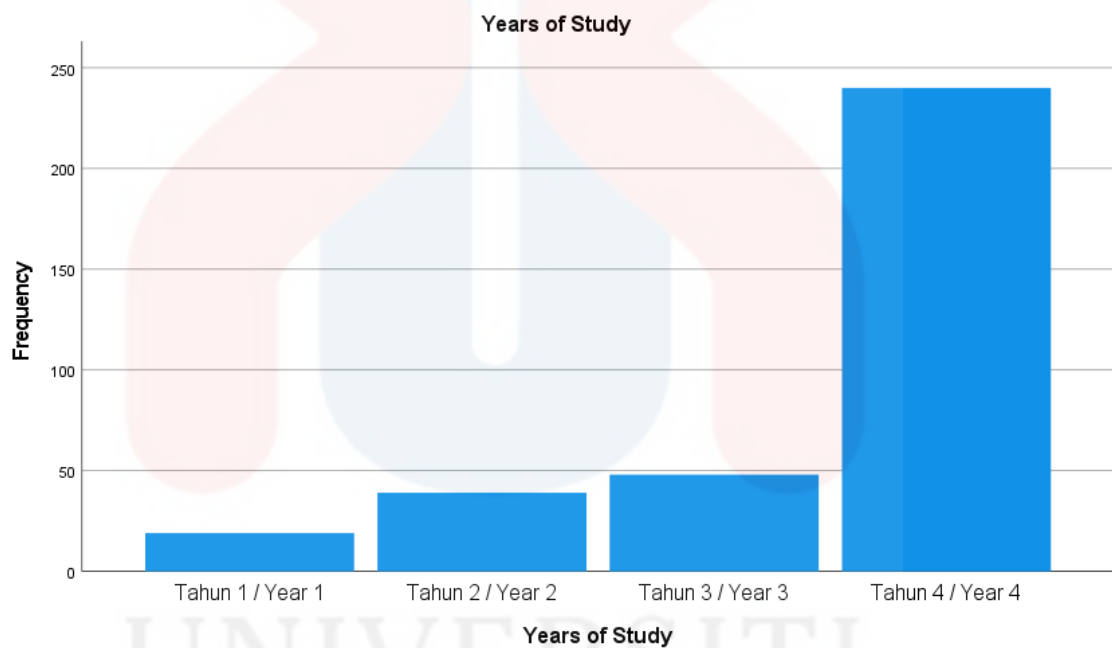


Figure 4.3.5: Years of Study

4.4 Descriptive Analysis

The results of the descriptive analysis that was done on the items for each variable are shown in this section, along with the standard deviation and mean. Descriptive analysis is a sort of data analysis that aids in the useful explanation, illustration, or summarization of data points so that patterns can develop that fairly represent each

condition of the data. The descriptive study included 346 respondents who were chosen at random from among UMK students.

4.4.1 Dependent Variable and Independent Variables

Table 4.4.1 displays the data set for descriptive analysis. The goal of this descriptive analysis is to study the central tendency, which is represented by the mean and standard deviation. The six variables in the descriptive analysis include both the dependent and independent variables. All of these variables are measured using descriptive statistics on a 7-point Likert scale (1=strongly disagree to 7=strongly agree).

Table 4.4.1: Dependent Variable and Independent Variables

| Descriptive Statistics | | | | | |
|--------------------------------------|-----|---------|---------|--------|----------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Student Commitment (DV) | 346 | 3.00 | 7.00 | 5.9931 | .79837 |
| Curriculum Structure (IV1) | 346 | 2.60 | 7.00 | 5.9399 | .84858 |
| Teaching and Learning Delivery (IV2) | 346 | 1.00 | 7.00 | 5.8763 | .90189 |
| Assessment (IV3) | 346 | 1.00 | 7.00 | 6.1358 | .90917 |
| Career Awareness (IV4) | 346 | 2.40 | 7.00 | 6.1127 | .84655 |
| Facilities Readiness (IV5) | 346 | 1.00 | 7.00 | 6.2376 | .89939 |
| Valid N (listwise) | 346 | | | | |

According to the analysis results, the variable with the highest mean value is Facilities readiness, with an average of (M=6.2376), while Teaching and Learning Delivery has the lowest mean, with an average of (M=5.8763). The data collection with 346 respondents suggests that the values were more accurate because the standard deviation was less than 1.

4.4.2 Descriptive Analysis of Student Commitment

Table 4.4.2 shows the mean and standard deviation of student commitment. Based on the table, question 5 has the highest mean of 6.08, indicating that respondents strongly agree with the statement that "Student satisfaction can influence student commitment based on their experience at university". While the lowest mean is 5.84 for question 1, "This university is my choice".

Table 4.4.2: Descriptive Analysis of Student Commitment

| No. | Descriptive Statistics | | | | | |
|-----|--|-----|---------|---------|------|----------------|
| | | N | Minimum | Maximum | Mean | Std. Deviation |
| 1) | This university is my choice. | 346 | 2 | 7 | 5.84 | 1.069 |
| 2) | I learned something new in class. | 346 | 3 | 7 | 5.99 | .868 |
| 3) | I believe I am educated to become well-equipped. | 346 | 3 | 7 | 6.04 | .877 |
| 4) | I see myself as a university student. | 346 | 3 | 7 | 6.01 | .860 |
| 5) | Student satisfaction can influence student commitment based on their experience at university. | 346 | 3 | 7 | 6.08 | .858 |
| | Valid N (listwise) | 346 | | | | |

4.4.3 Descriptive Analysis of Curriculum Structure

The curriculum structure's mean and standard deviation are displayed in Table 4.4.3. The table indicates that the highest mean of 6.03 is found in question 5. It indicates strong agreement from the respondents with the statement that "Providing objectives, learning outcomes, and content in the context of the curriculum is also very important". While question 1, "When there is a delay due to a revision, changes are not retroactive" has the lowest mean of 5.82.

Table 4.4.3: Descriptive Analysis of Curriculum Structure

| No. | Descriptive Statistics | | | | | |
|-----|--|-----|---------|---------|------|----------------|
| | | N | Minimum | Maximum | Mean | Std. Deviation |
| 1) | When there is a delay due to a revision, changes are not retroactive. | 346 | 1 | 7 | 5.82 | 1.217 |
| 2) | Adequate and varied selection of elective courses is important for students. | 346 | 1 | 7 | 5.90 | .995 |
| 3) | Adequate structure in the organization of the courses and the content of each course to ensure optimal learning. | 346 | 1 | 7 | 6.00 | .966 |
| 4) | Updating the curriculum is important to review and refresh teaching materials and educational goals to keep them with current standards. | 346 | 3 | 7 | 5.94 | .909 |

| | | | | | | |
|----|---|-----|---|---|------|------|
| 5) | Providing objectives, learning outcomes, and content in the context of the curriculum is also very important. | 346 | 2 | 7 | 6.03 | .912 |
| | Valid N (listwise) | 346 | | | | |

4.4.4 Descriptive Analysis of Teaching and Learning Delivery

Table 4.4.4 shows the mean and standard deviation of teaching and learning delivery. With a mean score of 6.09, question 5 has the highest mean among the questions in the table. It indicates that respondents strongly agree with the statement: "Evaluations and quizzes made by lecturers can improve my teaching performance". While the lowest mean is 5.67 for question 2, "I believe that the quality of learning and teaching online is the same as in the classroom".

Table 4.4.4: Descriptive Analysis of Teaching and Learning Delivery

| No. | Descriptive Statistics | | | | | |
|-----|---|-----|---------|---------|------|----------------|
| | | N | Minimum | Maximum | Mean | Std. Deviation |
| 1) | The use of videos during teaching and learning has a positive effect on my understanding. | 346 | 1 | 7 | 5.84 | 1.090 |
| 2) | I believe that the quality of learning and teaching online is the same as in the classroom. | 346 | 1 | 7 | 5.67 | 1.175 |
| 3) | Online learning can improve students' information technology skills. | 346 | 1 | 7 | 5.90 | 1.008 |

| | | | | | | |
|----|--|-----|---|---|------|-------|
| 4) | The lecturer gave a very clear and orderly explanation that improved my understanding. | 346 | 1 | 7 | 5.88 | 1.007 |
| 5) | Evaluations and quizzes made by lecturers can improve my teaching performance. | 346 | 1 | 7 | 6.09 | .948 |
| | Valid N (listwise) | 346 | | | | |

4.4.5 Descriptive Analysis of Assessment

The assessment's mean and standard deviation are displayed in Table 4.4.5. The table shows that the highest mean of 6.22 is attributed to question 1, "Assessment is part of the learning process". While question 2, "Assessment students based on real-time and challenge-based assessments" has the lowest mean of 6.03.

Table 4.4.5: Descriptive Analysis of Assessment

| No. | Descriptive Statistics | | | | | |
|-----|---|-----|---------|---------|------|----------------|
| | | N | Minimum | Maximum | Mean | Std. Deviation |
| 1) | Assessment is part of the learning process. | 346 | 1 | 7 | 6.22 | 1.007 |
| 2) | Assessment students based on real-time and challenge-based assessments. | 346 | 1 | 7 | 6.03 | 1.024 |
| 3) | Alternative assessment practices to improve the overall curriculum and student performance. | 346 | 1 | 7 | 6.17 | 1.000 |
| 4) | High performance in assessment leads to high value for students. | 346 | 1 | 7 | 6.06 | 1.011 |

| | | | | | | |
|----|---|-----|---|---|------|-------|
| 5) | Assessment can be used to promote learning, motivate learners, and act as a tool to provide feedback. | 346 | 1 | 7 | 6.19 | 1.011 |
| | Valid N (listwise) | 346 | | | | |

4.4.6 Descriptive Analysis of Career Awareness

The mean and standard deviation of career awareness are displayed in Table 4.4.6. Based on the table, question 3 has the highest mean of 6.17, indicating that respondents strongly agree with the statement that "I need to know what I am good at to help me choose a good career that matches my skills". While the lowest mean is 6.02 for question 4, "Mastery of the Malay language can open up good job opportunities for students".

Table 4.4.6: Descriptive Analysis of Career Awareness

| No. | Descriptive Statistics | | | | | |
|-----|---|-----|---------|---------|------|----------------|
| | | N | Minimum | Maximum | Mean | Std. Deviation |
| 1) | I need to know various information about career options for my future. | 346 | 2 | 7 | 6.15 | .958 |
| 2) | I need to use my time studying at university to explore career options and develop my own skills. | 346 | 2 | 7 | 6.07 | .936 |
| 3) | I need to know what I am good at to help me choose a good career that matches my skills. | 346 | 2 | 7 | 6.17 | .926 |

| | | | | | | |
|----|---|-----|---|---|------|------|
| 4) | Mastery of the Malay language can open up good job opportunities for students. | 346 | 1 | 7 | 6.02 | .935 |
| 5) | I need to refer to an academic advisor to help me make more effective career decisions. | 346 | 1 | 7 | 6.15 | .990 |
| | Valid N (listwise) | 346 | | | | |

4.4.7 Descriptive Analysis of Facilities Readiness

Table 4.4.7 shows the mean and standard deviation of facility availability. The responses to questions 3 and 5, which have the same mean of 6.29, indicate that respondents strongly agree with the following two statements: "A clean and comfortable lecture room gives me the satisfaction to study better" and "The speed of the university's internet speeds up my search for learning information". Meanwhile, question 2 has the lowest mean of 6.16 with the statement, "The E-learning system helps me to get notes and learning materials from the lecturer".

Table 4.4.7: Descriptive Analysis of Facilities Readiness

| No. | Descriptive Statistics | | | | | |
|-----|---|-----|---------|---------|------|----------------|
| | | N | Minimum | Maximum | Mean | Std. Deviation |
| 1) | The library is a place for me to review lessons and find information. | 346 | 1 | 7 | 6.22 | 1.110 |
| 2) | The E-learning system helps me to get notes and learning materials from the lecturer. | 346 | 1 | 7 | 6.16 | 1.060 |

| | | | | | | |
|----|---|-----|---|---|------|-------|
| 3) | The speed of the internet at the University speeds up my search for learning information. | 346 | 1 | 7 | 6.29 | 1.019 |
| 4) | The online library makes it easier for me to access electronic material information sources such as exam paper collections and university thesis collections. | 346 | 1 | 7 | 6.22 | 1.026 |
| 5) | A clean and comfortable lecture room gives me the satisfaction to study better. | 346 | 1 | 7 | 6.29 | .929 |
| | Valid N (listwise) | 346 | | | | |

4.5 Validity and Reliability Test

This study uses SPSS software version 26 to conduct a reliability test using reliability analysis. The Cronbach alpha test is used to evaluate an instrument's internal consistency. Cronbach's alpha test in SPSS will be used by researchers to assess the reliability of data and multiple question Likert scale for this research study. Cronbach's alpha, also known as coefficient alpha, is a measure of internal consistency that allows researchers to evaluate how closely connected a group of test items is by examining the Cronbach's alpha values. Hair et al. (2003) state that the minimum Cronbach's alpha range for reliability is 0.6 to maintain internal consistency. Cronbach's alpha of 0.7 or more is considered acceptable, whereas 0.5 - 0.59 is considered bad, and less than 0.59 is considered undesirable.

Table 4.5: Rule 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 |

Table 4.5.1: Reliability Statistics of Student Commitment

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| 0.925 | 5 |

The assessment of Student Commitment yields a highly reliable measure, with a Cronbach's Alpha coefficient of 0.925 for its five items. This indicates a robust internal consistency among the items, suggesting that the instrument effectively captures and measures the various facets of student commitment.

Table 4.5.2: Reliability Statistics of Curriculum Structure

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| .899 | 5 |

The reliability statistics for Curriculum Structure show a good internal consistency with a Cronbach's Alpha of 0.899 across its five items. This shows that the

items give a trustworthy assessment of the curriculum's organizational framework, allowing educators and administrators to reliably analyse and improve its structure.

Table 4.5.3: Reliability Statistics of Teaching and Learning Delivery

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's Alpha | N of Items |
| .912 | 5 |

The Teaching and Learning Delivery evaluation has a good level of reliability, as evidenced by a Cronbach's Alpha rating of 0.912 for its five items. This necessitates a constant and reliable assessment of the efficacy of instructional approaches and learning processes.

Table 4.5.4: Reliability Statistics of Assessment

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's Alpha | N of Items |
| .941 | 5 |

With a Cronbach's Alpha of 0.941 over five items, the Assessment component has good reliability, showing a solid internal consistency in assessing the assessment instruments and methods.

Table 4.5.5 : Reliability Statistics of Career Awareness

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's Alpha | N of Items |
| .936 | 5 |

Similarly, the job knowledge evaluation is highly reliable, with a Cronbach's Alpha of 0.936 for its five items, confirming consistency in evaluating characteristics relevant to students' knowledge of job choices.

Table 4.5.6: Reliability Statistics of Facilities Readiness

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| .922 | 5 |

The Facilities preparedness evaluation has a high level of internal consistency, with a Cronbach's Alpha of 0.922 for its five items, indicating that the items give a trustworthy indicator of a facility's preparedness to support educational activities.

4.6 Normality Test

Table 4.6: Normality Test

| Tests of Normality | | | | | | |
|--------------------------------|---------------------------------|-----|------|--------------|-----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Commitment Student | .182 | 346 | .000 | .886 | 346 | .000 |
| Structure Curriculum | .233 | 346 | .000 | .840 | 346 | .000 |
| Teaching and Learning Delivery | .141 | 346 | .000 | .887 | 346 | .000 |
| Assessment | .207 | 346 | .000 | .805 | 346 | .000 |
| Career Awareness | .216 | 346 | .000 | .827 | 346 | .000 |
| Facilities Readiness | .198 | 346 | .000 | .784 | 346 | .000 |

a. Lilliefors Significance Correction

The results of the Tests of Normality, performed using both the Kolmogorov-Smirnov and the Shapiro-Wilk tests, offer information on the distributional features of the data for each examined dimension. The Kolmogorov-Smirnov statistics for Student Commitment, Curriculum Structure, Teaching and Learning Delivery, Assessment, Career Awareness, and Facilities Readiness are 0.182, 0.233, 0.141, 0.207, 0.216, and 0.198, respectively, suggesting significant deviations from normalcy ($p < 0.05$). Similarly, the Shapiro-Wilk values for these dimensions are 0.886, 0.840, 0.887, 0.805, 0.827, and 0.784, indicating that the data is not normally distributed. The consistent significance of both tests indicates that the data for all measured dimensions deviates from a normal distribution. This information is critical for researchers and analysts because it impacts the selection of non-normally distributed data statistical tests and procedures, guaranteeing correct and reliable interpretations in subsequent studies. The application of the Lilliefors Significance Correction is noted in the findings, emphasising the importance of non-normality even when this correction is taken into account.

4.7 Hypotheses Testing

Pearson Correlation

The Pearson correlation coefficient, also known as the Pearson's correlation coefficient or PCC, is a statistical measure that quantifies the linear relationship between two sets of data, ranging from -1 to 1. It helps to determine the strength and direction of the association between two variables, providing insights into their relationship. A value of 1 indicates a perfect positive correlation, while a value of -1 indicates a perfect negative correlation. A value of 0 means there is no association between the two variables.

The Pearson correlation coefficient is widely used when the relationship between variables is linear, and both variables are quantitative. It is commonly used in various fields, including economics, finance, and social sciences, to analyze the relationship between variables such as income and expenditure, or inflation and interest rates. In summary, the Pearson correlation coefficient is a useful statistical measure that helps to quantify the linear relationship between two variables, providing valuable insights into their association.

Table 4.7: The Pearson Correlation Analysis Result

| Correlations | | | | | | | |
|---|------------------------|-----------------------|-------------------------|--------------------------------------|------------|---------------------|-------------------------|
| | | Student Commitment | Curriculum Structure | Teaching and Learning Delivery | Assessment | Career Awareness | Facilities Readiness |
| Student Commitment | Pearson Correlation | 1 | .755** | .702** | .657** | .769** | .720** |
| | Sig. (2-tailed) | | .000 | .000 | .000 | .000 | .000 |
| | N | 346 | 346 | 346 | 346 | 346 | 346 |
| Curriculum Structure | Pearson Correlation | .755** | 1 | .769** | .736** | .801** | .731** |
| | Sig. (2-tailed) | .000 | | .000 | .000 | .000 | .000 |
| | N | 346 | 346 | 346 | 346 | 346 | 346 |
| Teaching and Learning Delivery | Pearson Correlation | .702** | .769** | 1 | .785** | .782** | .698** |
| | Sig. (2-tailed) | .000 | .000 | | .000 | .000 | .000 |
| | N | 346 | 346 | 346 | 346 | 346 | 346 |
| Assessment | Pearson Correlation | .657** | .736** | .785** | 1 | .808** | .848** |
| | Sig. (2-tailed) | .000 | .000 | .000 | | .000 | .000 |
| | N | 346 | 346 | 346 | 346 | 346 | 346 |
| | Pearson Correlation | .769** | .801** | .782** | .808** | 1 | .775** |

| | | | | | | | |
|----------------------|---------------------|--------|--------|--------|--------|--------|------|
| Career Awareness | Sig. (2-tailed) | .000 | .000 | .000 | .000 | | .000 |
| | N | 346 | 346 | 346 | 346 | 346 | 346 |
| Facilities Readiness | Pearson Correlation | .720** | .731** | .698** | .848** | .775** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | |
| | N | 346 | 346 | 346 | 346 | 346 | 346 |

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the Table 4. , it illustrated the correlation between the independent variables and dependent variables. The result showed that there was a significant relationship between curriculum structure and student commitment ($p < 0.01, r = 0.755$) meaning that a strong correlation between the variables since $p < 0.01$. The research has rejected the null hypothesis and accepted the alternative hypothesis.

H1 : There is a significant relationship between curriculum structure and student commitment.

Based on the table above, it illustrated the correlation between the independent variables and dependent variables. The results showed that there was a significant relationship between teaching and learning delivery and student commitment ($p < 0.01, r = 0.702$) meaning that a strong correlation between the variables since $p < 0.01$. The research has rejected the null hypothesis and accepted the alternative hypothesis.

H2 : There is a significant relationship between teaching and learning delivery and student commitment.

Based on the table above, it illustrated the correlation between the independent variables and dependent variables. The results showed that there was a significant relationship between assesment and student commitment ($p < 0.01, r = 0.657$) meaning

that a strong correlation between the variables since $p < 0.01$. The research has rejected the null hypothesis and accepted the alternative hypothesis.

H3 : There is a significant relationship between assesment and student commitment.

Based on the table above, it illustrated the correlation between the independent variables and dependent variables. The results showed that there was a significant relationship between career awareness and student commitment ($p < 0.01$, $r = 0.769$) meaning that a strong correlation between the variables since $p < 0.01$. The research has rejected the null hypothesis and accepted the alternative hypothesis.

H4 : There is a significant relationship between career awareness and student commitment.

Based on the table above, it illustrated the correlation between the independent variables and dependent variables. The results showed that there was a significant relationship between facilities readiness and student commitment ($p < 0.01$, $r = 0.720$) meaning that a strong correlation between the variables since $p < 0.01$. The research has rejected the null hypothesis and accepted the alternative hypothesis.

H5 : There is a significant relationship between facilities readiness and student commitment.

The hypothesis section is to evaluate the relationship between independent variables and dependent variables that accepted. The result of this hypotesis testing test research we use IBM SPSS application and each of the relationships between independent variables and dependent variables used to correlation test.

Table 4.7.1 : Hypothesis Testing

| Hypothesis | Pearson's Correlation | Result |
|---|--|----------|
| H1: There is a significant relationship between curriculum structure and student commitment | $r = 0.755, p < 0.01$ *(positive correlation) | Accepted |
| H2: There is a significant relationship between teaching and learning delivery and student commitment | $r = 0.702, p < 0.01$ *(positive correlation) | Accepted |
| H3: There is a significant relationship between assesment and student commitment | $r = 0.657, p < 0.01$ *(positive correlation) | Accepted |
| H4: There is a significant relationship between career awareness and student commitment | $r = 0.769, p < 0.01$ *(positive correlation) | Accepted |
| H5: There is a significant relationship between facilities readiness and student commitment | $r = 0.720, p < 0.01$ *(positive correlation) | Accepted |

Regression

Regression is a statistical technique that connects one or more independent variables to a dependent variable, according to Brian Beers (2022). In fact, regression can be classified into two types: basic linear regression and multiple linear regression. Simple linear regression is a statistical tool for analyzing and investigating the relationship between two quantitative variables. It can only be used to determine a dependent and an independent variable. Aside from that, multiple linear regression is used to investigate and analyze the relationship between two or more independent variables and a dependent variable. It helps to estimate how much each variable affects the outcome and can be used to make predictions about future values.

Table 4.7.2: Model Summary

| Model Summary ^b | | | | | | | | | |
|----------------------------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .825 ^a | .681 | .677 | .45405 | .681 | 145.332 | 5 | 340 | .000 |

a. Predictors: (Constant), Facilities Readiness, Teaching Learning Delivery, Curriculum Structure, Career Awareness, Assessment

b. Dependent Variable: Student Commitment

The Table 4. shows that the strenght of the model's correlation with the student commitment . The multiple correlation coefficient (R) indicates 0.825 where a large value is a strong relationship between variables. The correlation of determination R square, demonstrate that 68.1% of future ready commerce on the undergraduate students commitment can be explained through the element of variables which curriculum structure, teaching and learning delivery, assesment, career awareness, and facilities readiness. The remaining 31.9% indicates that there are no explanations between future ready curriculum commerce for undergraduate student and student commitment.

Table 4.7.3: ANOVA

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|-----|-------------|---------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 149.809 | 5 | 29.962 | 145.332 | .000 ^b |
| | Residual | 70.095 | 340 | .206 | | |
| | Total | 219.903 | 345 | | | |

a. Dependent Variable: Student Commitment

b. Predictors: (Constant), Facilities Readiness, Teaching Learning Delivery, Curriculum Structure, Career Awareness, Assessment

Based on the Table 4. , the value of F is 145.332, with p-value of 0.000 indicate a significant difference between future ready commerce curriculum for undergraduate student and student commitment. Therefore, curriculum structure, teaching and learning delivery, assesment, career awareness, and facilities readiness do predict the percentage of future ready commerce curriculum on the undergraduate students commitment.

Table 4.7.4: Coefficients

| Coefficients ^a | | | | | | |
|---------------------------|----------------------------|-----------------------------|------------|---------------------------|--------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .995 | .189 | | 5.256 | .000 |
| | Curriculum Structure | .257 | .054 | .273 | 4.803 | .000 |
| | Teaching Learning Delivery | .163 | .051 | .184 | 3.219 | .001 |
| | Assessment | -.237 | .061 | -.270 | -3.893 | .000 |
| | Career Awareness | .339 | .060 | .360 | 5.681 | .000 |
| | Facilities Readiness | .304 | .055 | .342 | 5.559 | .000 |

a. Dependent Variable: Student Commitment

Based on the Table 4. , the result shows that the p-value for all variable is less than α (0.05). It explained that curriculum structure, teaching and learning delivery, assesment, career awareness, and facilities readiness are influence the future ready commerce curriculum on the undergraduate students commitment.

4.8 Summary / Conclusion

The results of every study are given in this chapter. Researchers explain and demonstrate the process of evaluating records, from distributing questionnaires to outlining the results. A few recommendations are offered and all repercussions are discussed as a result of the records examination. Chapter 4 defines the findings from the studies of demographic, descriptive, validity, and reliability data, as well as the evaluation of Pearson's correlation. Researchers use Pearson correlation analysis to determine and explore the strength of correlations between known and unbiased variables. The consequences, limits, guidelines for destiny research, and findings are covered in Chapter 5.

CHAPTER 5
DISCUSSION AND CONCLUSION

5.1 Introduction

In this chapter, the researcher will discuss the findings of the study based on the data that has been analysed in Chapter 4, which is data analysis. In fact, this section will include results that support the main objective of the study that will be linked to our topic, the influence of future ready commerce curriculum on the commerce undergraduate students commitment. Next, this section discusses the implications of the study as well as ideas for suggestions or recommendations for future researchers. Additionally, the researcher explains how to test the hypothesis and determine whether it is accepted or rejected. Lastly, there is an explanation of the overall conclusion of the study, which is the objective result that has been discussed in Chapter 1.

5.2 Key findings

The purpose of this research is to examine the relationship between independent variables (curriculum structure, teaching and learning delivery, assessment, career awareness, and facilities readiness) and dependent variable (student commitment) among undergraduate students. The data is analysed after the survey was collected from 346 respondents, which is the sample size of this study. A quantitative method has been used in the research, in which data was collected from the questionnaires distributed to FKP students at UMK. The key findings are about the findings that have been analysed

from the data of the questionnaire, which was distributed using SPSS to obtain more specific and comprehensive results.

The data from the questionnaire showed the results of respondents' demographic profiles. The findings of the study found that 225 people (65%) were female, 229 people (66.2%) were Malay, and 254 respondents (73.4%) were between 23 and 26 years old. Out of 346 respondents, 215 people (62.1%) were SAK course students, and a total of 240 people (69.4%) fourth-year students participated in this study compared to other-year students.

In addition, the hypothesis proves that curriculum structure, teaching and learning delivery, assessment, career awareness, and facilities readiness have a significant relationship with commerce student commitment. All these variables have a positive relationship with the commerce students commitment: 0.755, 0.702, 0.657, 0.769, and 0.720, respectively. This shows that all these variables are very effective for the commitment of commerce students. Finally, the overall results of the study prove that the majority of respondents who are Universiti Malaysia Kelantan students who are taking their Bachelor's Degree have agreed and chosen all those variables to influence the future ready commerce curriculum on the commerce undergraduate students commitment.

Cronbach's alpha was important and must be used to measure the reliability test of this study. The Cronbach's alpha value is considered good when $0.7 \leq a \leq 0.9$. The Cronbach's alpha value for the dependent variable, which is the commerce undergraduate students commitment, is 0.925. While Cronbach's alpha value for the independent variable Curriculum Structure is 0.899, Teaching and Learning Delivery is 0.912, Assessment is 0.941, Career Awareness is 0.936, and Facilities Readiness is

0.922. This indicates that the variables are reliable, and all variables are reserved for further analysis.

In addition, Pearson correlation can be used to measure the strength of the linear connection when the dependent variable and the independent variable have a linear or significant relationship through the coefficient, r . These results show that there is a significant relationship between Curriculum Structure and Student Commitment ($p < 0.01$, $r = 0.755$), the relationship between Teaching and Learning Delivery and Student Commitment ($p < 0.01$, $r = 0.702$). Next is the relationship between Assessment and Student Commitment ($p < 0.01$, $r = 0.657$), between Career Awareness and Student Commitment ($p < 0.01$, $r = 0.769$), and lastly, the relationship between Facilities Readiness and Student Commitment ($p < 0.01$, $r = 0.720$).

5.3 Discussion

In this study, five main research questions have been discovered based on the objectives of this study which is to determine the relationship between all the independent variables which are curriculum structure, teaching and learning delivery, assessment, career awareness and facilities readiness that influence of future ready commerce curriculum on the undergraduate students commitment.

5.3.1 Curriculum Structure

H1: There is a significant relationship between curriculum structure and student commitment.

The researchers have identified that there is a significant relationship between curriculum structure and student commitment. This result can be seen in Table 4.7

which is the result of Pearson Correlation Coefficient that shown the p-value of significant on curriculum structure is less than 0.05. This study accepting the significant relationship between curriculum structure and student commitment with the r-value is 0.755.

Learning outcomes should be grouped logically together into modules. A module is a defined (and sometimes self-contained) part of the course, at a specific level, and which attracts credits on successful completion (Plasschaert AJM, 2006).

For the "Future Ready Commerce Curriculum," we make sure it's organized, keeps up with what's happening in business, and mixes basics with practical skills. This kind of curriculum makes sense to students, feels connected to real jobs, and suits different ways of learning. When the plan for the curriculum is good, students get excited and committed to their commerce studies. It's all about making the learning journey enjoyable and meaningful.

5.3.2 Teaching and Learning Delivery

H2: There is a significant relationship between teaching and learning delivery and student commitment.

The study has revealed a noteworthy correlation between teaching and learning delivery and student commitment, as indicated in Table 4.7. .The Pearson Correlation Coefficient results exhibit a p-value below 0.05, signifying statistical significance for teaching and learning delivery. Consequently, this research confirms a substantial association between teaching and learning delivery and student commitment, supported by an r-value of 0.702.

In future research, it's crucial to look into creating new ways of teaching that mix regular classes with online learning for business management. Grynyuk et al. (2022) say this can help set standards for making online learning work well and help students manage their time better.

The Future Ready Commerce Curriculum really impacts how committed students are. It uses cool teaching methods, involves real-world applications, and has teachers and students interacting in a lively way. This way of teaching includes technology and makes learning interesting. It makes students committed to learning important skills for their future jobs, making sure they're ready and motivated for the changes happening in industries.

5.3.3 Assesment

H3: There is a significant relationship between assesment and student commitment.

In Table 4.7. , the researchers observed a meaningful correlation between assesment and student commitment, substantiated by the Pearson Correlation Coefficient with a p-value below 0.05, indicating statistical significance. The study affirms a notable relationship between assesment and student commitment, as reflected in the r-value of 0.657.

According to Paterno, J. (2001), being good at assessments means knowing the basics, like the terms used, the methods, and techniques. It's also about understanding the standards for evaluation and how teachers usually measure learning.

We found that students who experience the future-ready commerce curriculum are more committed looking at assessments.. Figuring out the specific things in the curriculum that make a difference gives us clues for making it even better. We're also

exploring factors like how teachers and students interact to understand more. Suggestions for teachers include making learning more hands-on and keeping the curriculum in line with what industries need. We know there are limitations, like potential bias, so we're careful in how we interpret the results. This assessment helps tweak future-ready commerce curricula for stronger student commitment and better learning.

5.3.4 Career Awareness

H4: There is a significant relationship between career awareness and student commitment.

Table 4.7. illuminates a compelling revelation from this research, showcasing a substantial correlation between the intricacies of career awareness and student commitment. The statistical analysis, employing the Pearson Correlation Coefficient, reinforces this finding by yielding a p-value below the threshold of 0.05, thus attesting to the statistical significance of the relationship. The study underscores the robust nature of the connection between career awareness and student commitment, solidifying this assertion with a noteworthy r-value of 0.769.

According to Conley (2010, p.5), being ready means setting standards so that all students are prepared for a career path, not just trained for a job.

This supports earlier research that showed a positive connection between being employable and succeeding in your career (Bozionelos et al., 2016; Van der Heijden et al., 2009). What our study adds to this is explaining how your personal attitude about your career, like being committed to it, influences success. It does this by building up skills that are super important in a specific situation.

The "Future Ready Commerce Curriculum" really affects how committed college students are by making them more aware of their future careers. The curriculum is designed in a modern way, and things like internships connect what students learn with what the industry needs. Experiencing real-world situations, along with getting personal help for career development, encourages students to actively plan for their future jobs. This overall approach makes sure students stay committed to doing well in their studies and aiming for long-term success in their careers.

5.3.5 Facilities Readiness

H5: There is a significant relationship between facilities readiness and student commitment.

The analysis of Table 4.7. in this research sheds light on a significant correlation between facilities readiness and student commitment. The statistical findings indicate a robust and statistically significant relationship from the Pearson Correlation Coefficient, with a p-value below than 0.05 threshold. This study underscores the pivotal connection between facilities readiness and student commitment substantiated by a noteworthy r-value of 0.720.

Having the right stuff, like classrooms and tools, is super important for teachers and students to do their learning and teaching well. If everything works smoothly, students are expected to get better at their skills (D. R. A. Prihatin, 2007). Besides having the right things, there's also something inside students, like how much they can learn on their own, and this can affect their skills (Slameto, 2015).

How much college students get into their studies, thanks to a future-ready commerce curriculum, is closely tied to having the right things. Good classrooms,

modern technology, and easy access to stuff are really important. These things create a place where students can get really involved in what they're learning, directly affecting how much they care about it. A future-ready way of teaching needs top-notch things, making sure students have everything they need to connect what they learn in theory with real-world practice. This way, it boosts how much they care about learning and growing in their education.

5.4 Implications of the Study

The impact of future-ready commerce curriculum on undergraduate students' dedication has a number of theoretical consequences. Commitment Theory Enhancement digs at the subtle factors affecting students' devotion to their academic endeavour within the framework of a future-ready commerce curriculum for undergraduate students at the University Malaysia Kelantan. According to this theoretical approach, commitment is influenced not only by conventional criteria such as personal beliefs and aspirations, but also by the perceived relevance and resonance of the educational content. For example, a commitment-boosting method may include including case studies and practical applications that are closely related to Kelantan's socioeconomic environment, giving students a clear grasp of how their academic knowledge translates into real-world settings. Furthermore, developing a collaborative learning environment in which students actively participate in conversations and projects relating to modern business concerns can increase their commitment by generating a feeling of shared purpose and success. Thus, Commitment Theory Enhancement provides a complex lens through which to analyse the success of a future-ready commerce curriculum, providing useful insights for improving educational

practices and bolstering the commitment of commerce students at University Malaysia Kelantan.

Following that, the incorporation of trans disciplinary skills in the framework of commerce education at the University Malaysia Kelantan constitutes a strategic strategy aimed at preparing undergraduate students for the diverse needs of today's business landscape. This effort incorporates talents that cross conventional departmental lines, developing a holistic and adaptive skill set among commerce students. Integrating critical thinking, problem solving, and effective communication into the curriculum, for example, prepares students to manage difficult business issues. Collaborative projects that enable students to rely on ideas from other disciplines imitate real-world events, allowing students to acquire a trans disciplinary worldview. Furthermore, emphasizing skills like cultural competency and digital literacy ensures that students are not just academically prepared, but also able to flourish in diverse and technologically driven work contexts. Thus, the Integration of Trans disciplinary Skills becomes a crucial driver in improving the employ ability and professional performance of commerce students at University Malaysia Kelantan, aligning their education with the changing demands of a dynamic global industry.

Aside from that, there are various practical consequences. Curriculum development at the University Malaysia Kelantan is a fluid and iterative process designed to address the changing demands of commerce students. This strategic initiative include the ongoing examination and improvement of academic programmed

to maintain relevance, currency, and alignment with industry developments. Integrating developing themes like FinTech, sustainable business practices, and data analytic into the curriculum, for example, demonstrates a dedication to provide students with cutting-edge expertise. To produce a well-rounded educational experience, the development process takes into account comments from industry stakeholders, educational professionals, and students. Curriculum development combines pedagogical innovations, such as experiential learning opportunities, case studies, and industry collaborations, in addition to academic material, to improve students' practical abilities. Curriculum development at University Malaysia Kelantan seeks to generate graduates who are prepared not just with academic competency but also with the agility and resilience required for success in their future employment by being sensitive to the changing environment of business.

Following that, Professional Development Programme at the University Malaysia Kelantan are meant to provide commerce students with a diverse set of skills and experiences that would be useful in their future jobs. These programmed go above and beyond the typical academic curriculum, providing students with opportunity to improve their professional acumen, leadership skills, and industry knowledge. Workshops on resume writing, interview techniques, and networking events, for example, give practical insights into the professional world. Collaborations with industry experts, internships, and exposure to real-world initiatives guarantee that students receive hands-on experience and a greater grasp of their chosen areas' expectations. In addition, adding classes on soft skills development, such as effective communication, time management, and collaboration, provides students with the

interpersonal skills required for professional success. Professional Development Programmes at University Malaysia Kelantan thus serve an important role in developing well-rounded and career-ready graduates, encouraging a smooth transition from academics to the dynamic and competitive business scene.

5.5 Limitations of Study

The consequences of a future-ready commerce curriculum's effect on undergraduate students' dedication are especially important for curriculum development. This study emphasizes the need of having a flexible and dynamic curriculum that matches with the changing demands of the business sector, generating a higher degree of dedication among students. For example, including cutting-edge technology, industry-relevant case studies, and chances for hands-on application into the future-ready curriculum increases engagement and commitment. This emphasis on practical relevance and real-world application encourages students to see their education as a means of developing skills that will be immediately useful in their future professions. The implications for curriculum creation show that an innovative and future-focused curriculum is a crucial driver in increasing students' commitment, ensuring they are driven not only intellectually but also by the immediate and concrete advantages of their educational experiences.

5.6 Recommendations/ Suggestion for Future Research

It is undeniable that the study of future-ready curriculum has been carried out as extensively as it should. However, there is room for improvement, and better value can be added for future studies. From that justification, the continuation of the influence

future ready commerce curriculum on the undergraduate students commitment can be carried on for future studies.

Based on the research conducted, the researcher submits the following recommendations for future researchers. Future researchers who wish to conduct similar research should consider all factors to reach more accurate and valid results. Future research should use different and alternate data collection techniques. It is suggested to take additional measures, such as field observations and interviews. Because there is a chance of bias when data collection is done primarily through self-administered questionnaires, it is crucial to consider the participants' point of view. Data collection can be done using various methods that can lead to more accurate results. As a result, it provides more accurate, consistent, and valuable data for research into the factors that influence future ready commerce curriculum on the undergraduate students commitment.

In addition, future research is also encouraged to expand the sample size and cover a wider area. This is because the respondents to this research are undergraduate students at UMK. According to Saunders et al. (2009), a larger sample size is more likely to represent a small sample size, and the sample mean is more likely to be equal to the population mean.

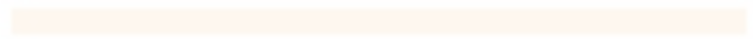
5.7 Overall Conclusion of the Study

This chapter talked about what we found in a big investigation done by researchers in Pengkalan Chepa, Kelantan. They used surveys with questions to see what people think about how the future-ready commerce curriculum affects college students' commitment. The researchers carefully looked at and sorted the results to see

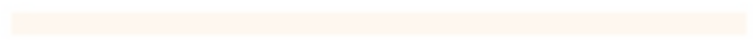
if the study did what it set out to do. By giving a summary of what they found based on survey answers, the research gave a full picture of what things affect how committed students are to the future-ready commerce curriculum. Looking at what other studies said, this one not only filled gaps but also showed a sneak peek into the bigger picture of research about how the future-ready commerce curriculum impacts students' commitment.



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APPENDIX A- QUESTIONNAIRE



PENGARUH KURIKULUM PERDAGANGAN SEDIA MASA DEPAN
TERHADAP KOMITMEN PELAJAR SARJANA MUDA

Salam sejahtera kepada semua responden yang dihormati,

Kami merupakan pelajar tahun akhir dari Fakulti Keusahawanan dan Perniagaan (FKP) Universiti Malaysia Kelantan (UMK) yang mengikuti Ijazah Sarjana Muda Keusahawanan (Perdagangan) dengan Kepujian. Kami sedang menjalankan tinjauan penyelidikan berkenaan “Pengaruh Kurikulum Perdagangan Sedia Masa Depan Terhadap Komitmen Pelajar Sarjana Muda”. Kami mengucapkan ribuan terima kasih kerana mengambil bahagian dalam penyelidikan ini. Ia akan mengambil masa 10 hingga 15 minit masa berharga anda untuk melengkapkan soal selidik. Jawapan anda akan dirahsiakan sepenuhnya dan hanya digunakan untuk tujuan pendidikan.

*THE INFLUENCE OF FUTURE READY COMMERCE CURRICULUM ON THE
UNDERGRADUATE STUDENTS COMMITMENT*

Greetings to all dear respondents,

We are final year students from Faculty of Entrepreneurship and Business (FKP) Universiti Malaysia Kelantan (UMK) pursuing Degree in Bachelor of Entrepreneurship (Commerce) with Honors. We are currently conducting a research survey regarding “The Influence of Future Ready Commerce Curriculum On The Undergraduate Students Commitment”. Your participation in this research is greatly appreciated. The questionnaire will take about 10 to 15 minutes of your valuable time. Your response will be kept fully private and use exclusively for academic purpose only.

Disediakan oleh/*Prepared by:*

Muhammad Haziq Bin Jaffar (A20A1529)

Nur Arisha Najwa Binti Muhamad Sukri (A20A1684)

NurZukrina Rahayu Binti Mohd Zaini (A20A1904)

Vianie Messy Anak Leban (A20A2058)

Persetujuan Peserta/ *Participant Consent*

Ini adalah untuk mengesahkan bahawa penyelidik kajian atau projek yang dinyatakan di atas, dari Universiti Malaysia Kelantan, Malaysia telah memaklumkan kepada saya dan saya mengesahkan perkara berikut:

1. Saya secara sukarela bersetuju untuk mengambil bahagian dalam kajian penyelidikan.
2. Saya tahu tujuan kajian.
3. Saya sedar tentang sifat penglibatan saya dan ia telah diterangkan sepenuhnya kepada saya.
4. Saya faham saya mempunyai hak untuk menarik diri pada bila-bila masa.
5. Saya faham bahawa semua maklumat yang saya berikan, akan dirahsiakan.
6. **SAYA MEMAHAMI TERMA-TERMA YANG DINYATAKAN DI ATAS.**

This is to certify that the researcher of this above-mentioned study or project, from Universiti Malaysia Kelantan, Malaysia have informed me, and I confirm on the following:

1. *I voluntarily agree to participate in the research study.*
2. *I know the purpose of the study.*
3. *I am aware of the nature of my involvement, and it has been fully explained to me.*
4. *I understand I have the right to withdraw at any time.*
5. *I understand that all information that I provided, will be treated confidentially.*
6. ***I FULLY UNDERSTAND THE ABOVE TERMS.***

Pilih satu sahaja pilihan/*Choose only one option.*

Setuju/*Agree* ()

Tidak setuju/*Disagree* ()

BAHAGIAN A: MAKLUMAT DEMOGRAFI

SECTION A: DEMOGRAPHIC INFO

Anda dikehendaki meletakkan tanda (/) pada jawapan yang sesuai.

You are required to place a tick (/) at the appropriate answer.

1. Umur/Age:

| | | | |
|-------|-------|-------|--|
| 19-21 | 22-24 | 25-27 | Lain-lain sila nyatakan /Others please state |
| | | | |

2. Jantina /Gender:

| | |
|-------------|------------------|
| Lelaki/Male | Perempuan/Female |
| | |

3. Bangsa/Race:

| | | | |
|--------------|--------------|--------------|---|
| Melayu/Malay | Cina/Chinese | India/Indian | Lain-lain sila nyatakan/Others please state |
| | | | |

4. Tahun Pengajian /Year of Study:

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| | | | |

5. Kos Pengajian/Course of Study:

| | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| SAK | SAL | SAR | SAB | SAE | SAA | SAP | SAH | SAS | SDV |
| | | | | | | | | | |

BAHAGIAN B: PEMBOLEH UBAH BERGANTUNG

SECTION B: DEPENDENT VARIABLES

Bahagian ini akan mengukur kesiapan anda tentang masa depan kurikulum perdagangan. Sila tandakan jawapan anda berdasarkan skala dari 1 hingga 7.

This section will measure your future readiness of commerce curriculum. Please mark your answer based on the scale from 1 to 7.

| | | | | | | | |
|---|-----------------------------------|--|---|-------------------------------------|----------------------------------|---|---|
| Sangat Setuju/ Strongly Agree (SD) | Tidak Setuju/ Disagree | Agak Setuju/ Fairly Disagree (FD) | Tidak Setuju/ Disagree (D) | Natural/ Neutral (N) | Setuju/ Agree (A) | Agak Setuju/ Fairly Agree (FA) | Sangat Setuju/ Strongly Agree (SA) |
| 1 | | 2 | 3 | 4 | 5 | 6 | 7 |

| KOMITMEN COMMITMENT | PELAJAR/STUDENT | SD | FD | D | N | A | FA | SA |
|---|------------------------|-----------|-----------|----------|----------|----------|-----------|-----------|
| 1. Universiti ini adalah pilihan saya. / <i>This university is my choice.</i> | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Saya mempelajari sesuatu yang baru dalam kelas. / <i>I learned something new in class.</i> | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Saya percaya saya dididik untuk menjadi serba lengkap. / <i>I believe I am educated to become well-equipped.</i> | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. Saya melihat diri saya sebagai pelajar universiti / <i>I see myself as a university student.</i> | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Kepuasan pelajar mempengaruhi komitmen pelajar berdasarkan pengalaman di universiti. / <i>Student</i> | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|---|--|--|--|--|--|--|--|--|
| <i>satisfaction can influence student commitment based on their experience at university.</i> | | | | | | | | |
|---|--|--|--|--|--|--|--|--|

BAHAGIAN C: PEMBOLEH UBAH BEBAS

SECTION C: INDEPENDENT VARIABLE

Bahagian ini akan mengukur pengaruh anda terhadap struktur kurikulum, penyampaian pengajaran dan pembelajaran, penilaian, kesedaran kerjaya dan kesediaan kemudahan komitmen pelajar. Sila tandakan jawapan anda berdasarkan skala dari 1 hingga 7.

This section will measure your influence of curriculum structure, teaching and learning delivery, assessment, career awareness and facilities readiness of student commitment. Please mark your answer based on the scale from 1 to 7.

| | | | | | | | |
|---|-----------------------|---------------------------------------|---------------------------|-----------------------------------|--------------------------|---------------------------------------|---|
| Sangat Setuju/ Strongly Agree (SD) | Tidak Disagree | Agak Setuju/ Fairly Agree (FD) | Tidak Disagree (D) | Tidak Setuju/ Disagree (N) | Setuju/ Agree (A) | Agak Setuju/ Fairly Agree (FA) | Sangat Setuju/ Strongly Agree (SA) |
| 1 | | 2 | | 3 | 4 | 5 | 6 |
| | | | | | | 6 | 7 |

| STRUKTUR KURIKULUM/ CURRICULUM STRUCTURE | | SD | FD | D | N | A | FA | SA |
|---|--|-----------|-----------|----------|----------|----------|-----------|-----------|
| 1. | Kelewatan dalam proses semakan kurikulum, tidak menyebabkan perubahan dalam kurikulum yang sedia ada. / <i>When there is a delay due to a revision, changes are not retroactive.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | Pemilihan kursus elektif yang mencukupi dan pelbagai sangat penting kepada pelajar. / <i>Adequate and varied selection of elective courses is important for students.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|---|---|-----------|-----------|----------|----------|----------|-----------|-----------|
| 3. | Struktur yang mencukupi dalam organisasi dan kandungan setiap kursus harus dijaga untuk memastikan pembelajaran yang optimal. / <i>Adequate structure in the organization of the courses and the content of each course to ensure optimal learning.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | Kemaskini kurikulum penting bagi peninjauan dan pembaharuan bahan pengajaran serta matlamat pendidikan yang bersesuaian dengan standard pendidikan semasa./ <i>Updating the curriculum is important to review and refresh teaching materials and educational goals to keep them with current standards.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | Menyediakan objektif, hasil pembelajaran, dan kandungan dalam konteks kurikulum juga amat penting untuk pelajar / <i>Providing objectives, learning outcomes, and content in the context of the curriculum is also very important for student.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| PENYAMPAIAN PENGAJARAN DAN | | SD | FD | D | N | A | FA | SA |
| PEMBELAJARAN/TEACHING AND LEARNING DELIVERY | | | | | | | | |
| 1. | Penggunaan video ketika pengajaran dan pembelajaran memberikan kesan positif terhadap pemahaman saya./ <i>The use of videos during teaching and learning has a positive effect on my understanding.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | Saya percaya bahawa kualiti pembelajaran dan pengajaran secara atas talian sama seperti di dalam bilik kuliah./ <i>I believe that the quality of learning and teaching online is the same as in the lecturer room.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | Pembelajaran secara atas talian dapat meningkatkan kemahiran teknologi maklumat pelajar./ <i>Online</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|------------------------------|--|-----------|-----------|----------|----------|----------|-----------|-----------|
| | <i>learning can improve students' information technology skills.</i> | | | | | | | |
| 4. | Pensyarah memberi penerangan yang sangat jelas dan teratur dapat meningkatkan kefahaman saya./ <i>The lecturer gave a very clear and orderly explanation that improved my understanding.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | Penilaian dan kuiz yang dibuat oleh pensyarah boleh meningkatkan prestasi pengajaran saya./ <i>Evaluations and quizzes made by lecturers can improve my teaching performance.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| PENILAIAN/ ASSESSMENT | | SD | FD | D | N | A | FA | SA |
| 1. | Penilaian adalah sebahagian daripada proses pembelajaran. / <i>Assessment is part of the learning process.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | Penilaian pelajar berdasarkan penilaian masa nyata dan berasaskan cabaran. / <i>Assessment students based on real-time and challenge-based assessments.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | Amalan penilaian alternatif untuk menambah baik keseluruhan kurikulum dan prestasi pelajar. / <i>Alternative assessment practices to improve the overall curriculum and student performance.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | Prestasi tinggi dalam penilaian membawa kepada nilai tinggi untuk pelajar. / <i>High performance in assessment leads to high value for students.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | Penilaian boleh digunakan untuk menggalakkan pembelajaran, memotivasikan pelajar, dan bertindak sebagai alat untuk memberikan maklum balas. / <i>Assessment can be used to promote learning, motivate learners, and act as a tool to provide feedback.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| KESEDARAN KERJAYA/ CAREER AWARENESS | | SD | FD | D | N | A | FA | SA |
|--|---|-----------|-----------|----------|----------|----------|-----------|-----------|
| 1. | Saya perlu tahu pelbagai maklumat tentang pilihan kerjaya untuk masa depan saya./ <i>I need to know various information about career options for my future.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | Saya perlu memanfaatkan masa belajar di universiti untuk meneroka pilihan kerjaya dan membangunkan kemahiran sendiri./ <i>I need to use my time studying at university to explore career options and develop my own skills.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | Saya harus tahu apa yang saya mahir untuk membantu saya memilih kerjaya yang baik dan tepat dengan kemahiran saya. / <i>I need to know what I am good at to help me choose a good career that matches my skills.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | Penguasaan bahasa melayu boleh membuka peluang pekerjaan yang baik untuk pelajar./ <i>Mastery of the Malay language can open up good job opportunities for students.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | Saya perlu merujuk kepada penasihat akademik untuk membantu saya membuat keputusan kerjaya yang lebih berkesan./ <i>I need to refer to an academic advisor to help me make more effective career decisions.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| KESEDIAAN KEMUDAHAN/ FACILITIES READINESS | | SD | FD | D | N | A | FA | SA |
| 1. | Perpustakaan adalah tempat untuk saya mengulang kaji pelajaran dan mencari maklumat./ <i>The library is a place for me to review lessons and find information.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | Sistem E- learning membantu saya untuk mendapatkan nota dan bahan-bahan pembelajaran | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|----|---|---|---|---|---|---|---|---|
| | daripada pensyarah./ <i>The E-learning system helps me to get notes and learning materials from the lecturer.</i> | | | | | | | |
| 3. | Kepantasan internet di Universiti mempercepatkan pencarian maklumat pembelajaran saya./ <i>The speed of the internet at the University speeds up my search for learning information.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | Perpustakaan secara atas talian memudahkan saya untuk mengakses sumber maklumat bahan elektronik seperti koleksi kertas peperiksaan dan koleksi tesis universiti./ <i>The online library makes it easier for me to access electronic material information sources such as exam paper collections and university thesis collections.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | Bilik kuliah yang bersih dan selesa memberi kepuasan kepada saya untuk belajar dengan lebih baik./ <i>A clean and comfortable lecture room gives me the satisfaction to study better.</i> | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Terima kasih atas penyertaan anda! Respons anda akan berguna dalam mengenal pasti pengaruh kurikulum perdagangan terhadap komitmen pelajar dalam kalangan pelajar sarjana muda.

Thank you for your participation! Your response will be useful in identifying the influence of commerce curriculum on student commitment among undergraduate students.

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APPENDIX B- GANTT CHART

| Task | Week | | | | | | | | | | | | | |
|--|------|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|
| | W1 | W2 | W3 | W4 | W5 | W6 | W7 | W8 | W9 | W10 | W11 | W12 | W13 | W14 |
| <ul style="list-style-type: none"> • Division of groups, supervisors and evaluators • Distribution of groups, supervisors and evaluators | | | | | | | | | | | | | | |
| Findings articles for references and discuss the research proposal topic | | | | | | | | | | | | | | |
| Prepare a Bibliometric Analysis article and Systematic Literature Review (SLR) article. | | | | | | | | | | | | | | |
| Develop Research Proposal (RP) (Chapter 1- Introduction, Chapter 2- Literature Review and Chapter 3- Research Methodology). | | | | | | | | | | | | | | |
| Prepare 15 – 20 min Video Presentation based on Research Proposal (Publish in YouTube). | | | | | | | | | | | | | | |
| Develop Questionnaire to collect data from the respondents. After collect data, start analysing data using SPSS and SEM PLS. | | | | | | | | | | | | | | |
| Continue completing research proposal | | | | | | | | | | | | | | |

