

From Registration to Implementation: TVET Students' Entrepreneurial Engagement after a Business Registration Course

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ABSTRACT: This study aimed to evaluate the level of student engagement in entrepreneurial activities after participating in a Business Registration conducted in collaboration with the Suruhanjaya Syarikat Malaysia (SSM), Kedah. The study involved a total of 100 students. Data were collected through structured questionnaires and interviews and analysed using descriptive statistics. The findings revealed that 65 students successfully registered their businesses after attending the course; however, only 50 students were found to be actively operating their businesses, either online or through face-to-face transactions. These findings indicate a significant gap between the act of business registration and the actual implementation of business activities among TVET students. The results suggest that the Business Registration was effective in increasing students' awareness and encouraging them to take formal action; however, it was insufficient to ensure their sustained involvement in business activities. Therefore, follow-up programmes such as entrepreneurial mentoring, digital marketing support, and post-course monitoring are recommended to enhance the effectiveness of this intervention. Overall, this study contributes to a clearer understanding of the effectiveness of entrepreneurship education in the TVET context and supports the development of more sustainable young entrepreneurs at the national level.

KEYWORDS: business registration, student entrepreneurship, Suruhanjaya Syarikat Malaysia (SSM), TVET.

INTRODUCTION

Student entrepreneurship in Technical and Vocational Education and Training (TVET) institutions has become a major focus in efforts to produce competitive graduates who are capable of generating their own income. According to a study by Ghazali Harun et al. (2023), entrepreneurship education in TVET plays an important role in developing entrepreneurial skills, enhancing graduate employability, and supporting sustainable economic development. However, the study also identified that the effectiveness of entrepreneurship education is still influenced by curriculum design and implementation approaches in TVET institutions.

Jumbri et al. (2025) demonstrated that entrepreneurship education has a significant influence on TVET students' intentions to pursue self-employment as a career. The study explained that exposure to entrepreneurship education can shape an entrepreneurial mindset, increase self-confidence, and encourage students to view entrepreneurship as a competitive career option.

Suruhanjaya Syarikat Malaysia (SSM) has introduced various initiatives to encourage young people to participate in business, including the 1Student 1Business Registration Scheme, which enables students at higher education institutions to register their businesses free of charge. This initiative aims to increase students' awareness of the importance of legally registered businesses and to promote entrepreneurship as a future career option.

According to SSM, the increasing number of business registrations among young people and students indicates that the entrepreneurial culture is becoming increasingly prevalent among the younger generation. In 2023, a total of 87,282 businesses were registered through the Skim 1Pelajar 1Pendaftaran Perniagaan, involving students from higher education institutions and B40 entrepreneurs (BERNAMA, 4 December 2023). This situation demonstrates that early exposure to the business registration process can increase students' interest in engaging in entrepreneurial activities.

In support of this aspiration, Bandar Darulaman Community College (KKBDA), in collaboration with SSM, implemented a Business Registration to provide students with direct exposure to the registration process, basic business management, and the importance of operating a business formally. The course also helped students understand business registration procedures and increased their confidence to start a business, either online or through face-to-face transactions.



PROBLEM STATEMENT

Although various entrepreneurship programmes have been implemented at Bandar Darulaman Community College, the level of students' involvement in actual business activities remains inconsistent. A study by Abu Bakar et al. (2024) found that TVET students demonstrated a high level of interest in entrepreneurship; however, only 19.4% of the respondents owned legally registered businesses. This finding indicates a gap between entrepreneurial intention and actual implementation.

Similarly, a study by Siti Aisyah Ahmad (2022) showed that although students possessed business registration certificates, not all of them actively operated their businesses due to factors such as time constraints, limited capital, and lack of experience.

This phenomenon indicates the existence of a gap between the number of students who register their businesses and those who actually operate their businesses after completing the course. Therefore, this study was conducted to evaluate the effectiveness of the Business Registration in increasing students' continuous involvement in entrepreneurial activities.

A study by Jamaah Suud, Hayati Ibrahim, and Ratu Fenny Muldiani (2024) found that entrepreneurship education programmes successfully increased TVET students' entrepreneurial intentions. However, the researchers emphasised that such intentions need to be supported by follow-up actions and guidance in order to be translated into actual business establishment.

RESEARCH OBJECTIVES

This study aimed to:

- i. Identify the level of students' entrepreneurial engagement after participating in the Business Registration Course conducted in collaboration with SSM.
- ii. Determine the number of students who registered a business.
- iii. Determine the number of students who actually operated a business.
- iv. Identify the factors influencing students' involvement in business activities.
- v. Evaluate the effectiveness of the Business Registration Course as a catalyst for student entrepreneurship.

RESEARCH QUESTIONS

This study sought to answer the following questions:

- i. What is the level of students' involvement in business activities after participating in the Business Registration Course conducted in collaboration with SSM?
- ii. How many students registered a business?
- iii. How many students operated a business after completing the course?
- iv. What factors influence students' involvement in operating a business after completing the course?
- v. To what extent is the Business Registration Course effective as a catalyst for student entrepreneurship?

LITERATURE REVIEW

Entrepreneurship education in Technical and Vocational Education and Training (TVET) institutions has received increasing attention due to its role in producing graduates who possess not only technical skills but also the ability to become competitive entrepreneurs. Abu Bakar et al. (2024) emphasised that entrepreneurship education in TVET plays an important role in increasing students' interest, knowledge, and inclination to venture into business.

However, the effectiveness of entrepreneurship education does not depend solely on course delivery. It is also influenced by practical experience, entrepreneurial behaviour, and ecosystem support that can encourage students to translate their knowledge into actual business activities.

Exposure to entrepreneurial elements in education also increases students' readiness to explore business opportunities and reduces their dependence solely on the employment sector. Within the TVET context, entrepreneurship education complements the technical skills acquired by students and enables them to generate income through their respective areas of expertise.

In addition, practical approaches play an important role in enhancing the effectiveness of entrepreneurship education. Harun et al.



(2023), in their systematic literature review on TVET entrepreneurship education in Malaysia, explained that entrepreneurship education is an important element in improving graduate employability, developing entrepreneurial skills, and supporting sustainable economic development. Nevertheless, the study concluded that a gap still exists between the knowledge acquired through entrepreneurship education and students' ability to become genuinely successful entrepreneurs.

Studies have also shown that experiential learning approaches and practical training in entrepreneurship education have a significant impact on students' confidence and readiness to start a business. Abu Bakar et al. (2024) found that TVET students who participated in structured entrepreneurial activities, such as practical training and business simulations, demonstrated increased entrepreneurial intention and confidence.

Suud, Ibrahim, and Muldiani (2024) explained that workshop-based and entrepreneurship training programmes can improve students' understanding of actual business processes, including management, marketing, and financial aspects. However, the effectiveness of these programmes depends on follow-up support, such as mentoring and exposure to the real business environment, to ensure that students actively engage in entrepreneurial activities.

Therefore, the implementation of workshops, courses, and practical training can enhance students' confidence in starting a business. Hands-on activities provide students with opportunities to understand actual business management processes and help reduce psychological barriers, such as fear of failure and lack of self-confidence.

Experiential learning in entrepreneurship education has been found to have a significant effect on the development of students' competencies. Rahima et al. (2022) explained that an experiential learning approach through practical activities such as simulations, case studies, and direct involvement in entrepreneurial activities helps students connect theoretical knowledge with real-world business situations. This approach improves students' ability to make decisions and solve problems more effectively within a business context.

Furthermore, Motta and Galina (2023) emphasised that experiential learning in entrepreneurship education enhances students' self-confidence and self-efficacy. Students who are directly involved in business activities are found to be more prepared to venture into entrepreneurship compared with those who receive only theoretical learning.

In addition, Al Issa et al. (2025) found that experiential learning not only develops technical skills such as marketing and financial management but also helps students build resilience, adaptability, communication skills, and customer management skills. Real-life experience in entrepreneurial activities also enhances students' ability to face market challenges and uncertainties in the business environment.

Overall, the literature review shows that entrepreneurship education, practical training, and experiential learning have a significant influence on students' involvement in business activities. Nevertheless, the gap between business registration and actual business implementation remains a challenge that requires attention. Therefore, follow-up interventions such as continuous mentoring, post-course monitoring, and marketing support need to be strengthened to ensure that students not only succeed in registering their businesses but are also able to operate them sustainably.

MATERIALS AND METHODS

Research Design

This study employed a descriptive quantitative research design to evaluate the level of students' involvement in entrepreneurial activities after participating in the Business Registration Course conducted in collaboration with the SSM. A quantitative approach was selected because it is suitable for obtaining numerical, systematic, and statistically analysable data.

The descriptive research design was used to provide a detailed description of the phenomenon under study based on respondents' feedback, particularly regarding their level of involvement, motivating factors, and the effectiveness of the course in promoting student entrepreneurial engagement.

Population and Sample

The population of this study consisted of students from KKBDA who had participated in the Business Registration Course conducted in collaboration with SSM. This population was selected because the students had been directly involved in the intervention being

studied and fulfilled the requirements of the research objectives.

A total of 100 students were selected as the study sample. The sample was selected using purposive sampling, whereby respondents were chosen based on specific criteria, namely students who had attended and completed the course. This method ensured that only respondents with relevant experience of the course were selected in order to obtain more accurate, relevant, and valid data.

Research Instrument

The main instrument used in this study was a structured questionnaire distributed to all respondents, together with interviews conducted to obtain supporting information. The questionnaire was developed based on the research objectives and covered several key aspects, including students' level of involvement, their experiences after attending the course, and factors influencing their involvement in entrepreneurship.

The questionnaire consisted of two sections:

Section A: Respondents' demographic information, such as gender, age, semester, and field of study.

Section B: Items related to students' experiences of participating in the Business Registration Course, their level of involvement in business activities after the course, as well as motivating factors and barriers to entrepreneurial engagement.

Measurement Scale

The items in Section B used a 5-point Likert scale, as follows:

Table 1: Interpretation of Mean Score Levels

MEAN SCORE	LEVEL OF AGREEMENT
1	Strongly Disagree (SD)
2	Disagree (D)
3	Neutral (N)
4	Agree (A)
5	Strongly Agree (SA)

This scale was used to measure respondents' level of agreement with each statement provided. Data Analysis Method

The questionnaire data were analysed using descriptive statistics, specifically frequency and percentage, to describe the distribution of respondents' responses for each research item. The use of a structured questionnaire enabled the data to be collected in a more systematic manner, facilitated analysis, and was suitable for involving a large number of respondents.

In addition, the findings were presented in the form of tables, graphs, and charts to facilitate data interpretation and improve understanding of the research findings. This method also helped the researchers identify patterns of student involvement in entrepreneurial activities after participating in the Business Registration Course.

RESULTS

i. Level of Student Involvement in Business Activities After Participating in the Business Registration Course with SSM

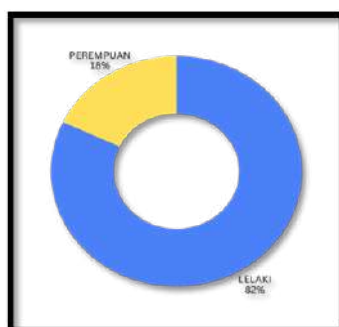
A total of 100 students participated in the Business Registration Course. The students consisted of five classes of Semester 3 students enrolled in the MPU 12042 Entrepreneurship Module, as shown below.

Table 2: Student Participation

NO	CLASS	TOTAL
1	SAU 3A	24
2	SAU 3B	25
3	SAU 3C	23
4	STS 3A	14
5	STM 3A	14
		100

Table 3: Student Categories

CATEGORY	NUMBER
MALE	82
FEMALE	18
	100



Pie Chart 1: Student Categories

ii. Number of Students Who Registered a Business After Participating in the Course

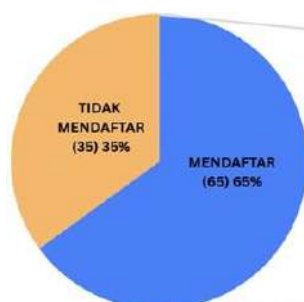
Out of the 100 students who attended the Business Registration Course, 65 students successfully registered a business. This indicates that 65% of the students took formal action towards starting a business after completing the course.

This finding shows that the majority of students took formal steps after participating in the course. The finding is consistent with the study by Siti Aisyah Ahmad (2022), which showed that business registration courses increased students' actions towards legally registering their businesses.

This finding is also supported by Abu Bakar et al. (2024), who found that entrepreneurship education among TVET students can increase their tendency to register and start a business, although a gap between entrepreneurial interest and actual implementation still exists.

Table 4: Students Who Registered a Business After Participating in the Course

CATEGORY	QUANTITY	PERCENTAGE
Registered a Business	65	65%
Did Not Register	35	35%
	100	100%



Pie Chart 2: Students Who Registered a Business After Participating in the Course

iii. Number of Students Who Operated a Business After Participating in the Course

Out of the 65 students who registered a business, 50 students operated their businesses either online or offline. This means that 76.9% of the students who registered a business were actively involved in business activities, while the remaining students did not continue their business operations after registration.

Overall, the findings show that only 50% of the total respondents were actively involved in business activities.

Although the Business Registration Course encouraged students to formally register their businesses, a gap still existed between business registration and actual business implementation. A study by Abu Bakar et al. (2024) supports this finding by showing that although students demonstrate entrepreneurial interest and inclination after participating in entrepreneurship-related courses, not all of them are able to proceed to actual business activities.

This situation is influenced by several major factors, such as limited capital, time constraints, and lack of experience in managing a business. Studies by Al Issa et al. (2025) and Motta and Galina (2023) also emphasised that resources, practical experience, and self-efficacy play important roles in determining whether students are able to continue their entrepreneurial activities after receiving initial exposure.

Table 5: Students Who Operated a Business After Participating in the Course

CATEGORY	NUMBER	PERCENTAGE
Registered A Business	50	77%
Did Not Continue Business Operations	15	23%
	65	100%



Pie Chart 3: Students Who Operated a Business After Participating in the Course

The findings indicate that out of the 65 students who registered their businesses, 77% actively operated their businesses, while 23% did not continue their business activities after registration. This suggests that the majority of students who registered their businesses demonstrated a tendency to continue engaging in entrepreneurial activities.

iv. Factors Influencing Students' Involvement in Operating a Business After Participating in the Course

Based on the questionnaire findings, several key factors motivated students to register and operate a business after participating in the Business Registration Course conducted in collaboration with SSM.

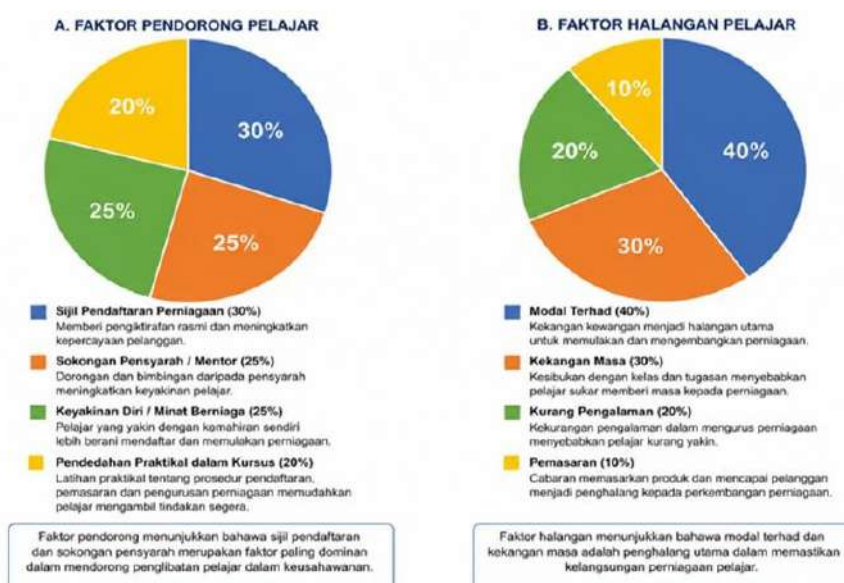
Main Motivating Factors

- a. Business Registration Certificate
 - a) Provides official recognition for students' businesses.
 - b) Increases students' confidence and customers' trust.

- b. Support from Lecturers and Mentors
 - a) Provides continuous guidance and encouragement.
 - b) Increases students' motivation and confidence to start a business.
- c. Interest and Self-Confidence
 - a) Students with a high level of interest are more likely to start a business.
 - b) Self-confidence helps reduce the fear of failure.
- d. Practical Exposure During the Course
 - a) Provides an understanding of the business registration process.
 - b) Provides exposure to marketing and business management.
 - c) Helps students take action more quickly.
 - d) Assists students in financial management.

However, interviews with students also identified several barriers to their involvement in business activities:

- a. Limited capital: 40%
- b. Time constraints: 30%
- c. Lack of experience: 20%
- d. Marketing challenges: 10%



Pie Chart 4: Motivating Factors and Barriers Influencing Students' Business Activities

The overall mean score for the effectiveness of the course was 4.28, indicating a high level of effectiveness. Overall, motivating factors were found to be more dominant than barriers in influencing students' involvement in entrepreneurship. Nevertheless, although students were motivated to register their businesses, factors such as capital and experience remained major challenges in ensuring business sustainability.

v. The Effectiveness of the Business Registration Course as a Catalyst for Student Entrepreneurship

The Business Registration Course was found to be effective as a catalyst for students' entrepreneurial involvement because:

- a. 65% of the students registered a business after completing the course.
- b. 50% of the students actively operated a business after registration.



- c. 15% of the students did not continue their business activities.
- d. The course provided practical exposure and an understanding of business registration procedures, which increased students' confidence.

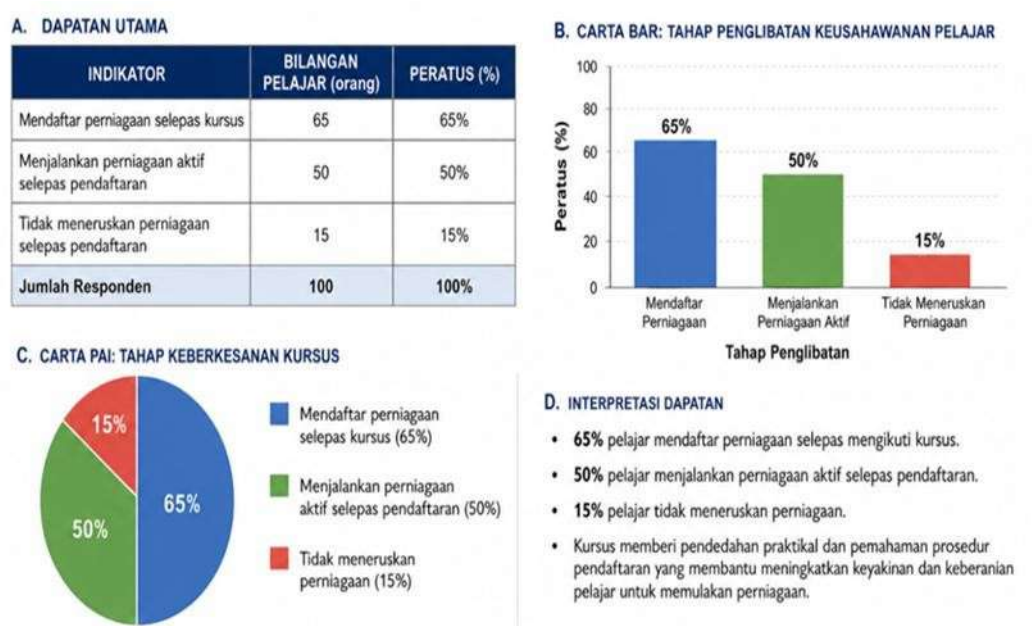


Table 6: The Effectiveness of the Business Registration Course as a Catalyst for Student Entrepreneurship

However, the full effectiveness of the course depends on post-course support, such as operational guidance, digital marketing assistance, and monitoring of business activities. Zhang et al. (2024) emphasised that continuous support after entrepreneurship learning is an important factor in ensuring that students are able to apply their knowledge to actual business activities. Without follow-up support, students may tend to stop at the business registration stage without continuing to operate their businesses actively.

Al Issa et al. (2025) also found that the combination of experiential learning and entrepreneurial ecosystem support, such as mentoring, digital guidance, and continuous monitoring, can increase the likelihood of students remaining involved in business activities. Such support helps students develop confidence, management competencies, and resilience in facing challenges in the business environment.

DISCUSSION

Discussion of the Study

The findings of this study show that the Business Registration Course implemented in collaboration with the Companies Commission of Malaysia (SSM) was effective in increasing students' interest and encouraging them to take action to register their businesses. These findings demonstrate that early exposure to business registration procedures can encourage students to take their first step towards formal entrepreneurial involvement.

This finding is consistent with Abu Bakar et al. (2024), who found that entrepreneurship education among TVET students increases their tendency and intention to venture into business when supported by practical exposure and experiential learning activities.

Furthermore, the study by Jumbri et al. (2025) also supports the finding that entrepreneurship education plays an important role in shaping entrepreneurial intention among TVET students. Their findings showed that entrepreneurship education, individual attitudes, and environmental support contribute to an increased tendency among students to venture into business.

However, the study also revealed the existence of a gap between business registration and the actual implementation of business activities among students. Although some students had registered their businesses, not all of them continued to operate actively.



This situation indicates that business registration alone is insufficient to ensure the sustainability of entrepreneurial activities without additional support. This finding is also supported by Ibrahim et al. (2023), who found that TVET students demonstrated a high level of entrepreneurial interest, but the level of actual implementation remained moderate due to constraints such as capital, experience, and continuous support.

In addition, Al Issa et al. (2025) emphasised that post-learning ecosystem support, such as mentoring, digital guidance, and continuous monitoring, is a critical factor in ensuring that students are able to transform entrepreneurial intentions into actual actions. Without follow-up support, many students tend to stop at the initial stage, such as business registration, without continuing their business operations.

Implications of the Study

This study has several important implications for stakeholders in TVET education and student entrepreneurship development.

i. Implications for Educational Institutions

The Business Registration Course has proven to be relevant and should be continued as an annual programme. In line with the findings of Abu Bakar et al. (2024), practical elements need to be strengthened to improve the effectiveness of entrepreneurship education.

Therefore, Bandar Darulaman Community College should take steps to strengthen practical elements and real-life experiences in entrepreneurship courses. Follow-up programmes should also be introduced, such as business clinics, mentoring, and digital marketing guidance.

ii. Implications for Students

Students demonstrated an increased tendency to register their businesses after participating in the course. However, according to Ibrahim et al. (2023), students still require additional support to sustain their business activities.

Therefore, greater emphasis should be placed on improving students' skills in management, marketing, and financial management.

iii. Implications for TVET Programmes

This study supports the findings of Al Issa et al. (2025), which suggest that experiential learning can increase entrepreneurial engagement. TVET programmes can serve as an important platform for developing young entrepreneurs.

The model of the Business Registration Course may also be expanded to other TVET institutions at the national level.

RECOMMENDATIONS FOR IMPROVEMENT

- i. Implement follow-up programmes focusing on digital marketing guidance, financial management, and monitoring of business activities.
- ii. Conduct additional practical workshops to improve students' business operational skills.
- iii. Implement regular monitoring to ensure that students who have registered their businesses continue their operations consistently.
- iv. Further strengthen Entrepreneurship Incubator activities across all programmes at Bandar Darulaman Community College.

A study by Ropai, Salleh, and Kamaruddin (2025) showed that social support, such as encouragement from family and peers, as well as the presence of entrepreneurial role models, has a significant relationship with TVET students' tendency to become entrepreneurs.

Conversely, participation in entrepreneurial activities alone does not guarantee that students will choose entrepreneurship as a career unless it is supported by a conducive entrepreneurial development ecosystem.

CONCLUSION

This study demonstrates that the Business Registration Course implemented in collaboration with the Companies Commission of Malaysia (SSM) serves as a catalyst for entrepreneurial engagement among students of Bandar Darulaman Community College (KKBDA).

Out of 100 students, 65 successfully registered their businesses, while 50 students actively operated their businesses.



These findings demonstrate that the course successfully increased students' awareness, interest, and actions towards entrepreneurship. However, a gap still exists between business registration and the actual implementation of business activities. This situation indicates that business registration alone is insufficient to ensure the sustainability of entrepreneurial activities without continuous support.

The findings are consistent with Abu Bakar et al. (2024), who emphasised that entrepreneurship education among TVET students can increase students' entrepreneurial inclination and initial actions. However, its actual effectiveness depends on continuous support and practical experience.

In addition, Ibrahim et al. (2023) also stated that a gap exists between entrepreneurial intention and implementation among students due to constraints such as limited capital, lack of experience, and insufficient continuous support.

Therefore, the full effectiveness of the Business Registration Course can only be achieved when it is supported by continuous follow-up programmes to ensure that students not only register their businesses but are also able to operate and sustain their businesses actively.

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