

**ENTREPRENEURSHIP PROGRAM
IMPLEMENTATION PRACTICES IN PUBLIC
UNIVERSITIES OF MALAYSIA AND NIGERIA**

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**ENTREPRENEURSHIP PROGRAM
IMPLEMENTATION PRACTICES IN PUBLIC
UNIVERSITIES OF MALAYSIA AND NIGERIA:
A COMPARATIVE STUDY**

by

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DEDICATION

Gratitude and thanks are first to Allah (S.W.T) who in his infinitude power bestowed upon me with the strength, determination, and wisdom throughout this PhD journey despite many bottlenecks. May blessings, peace, and glory of Allah (S.W.T), be upon our noble prophet Muhammad (SAW), his companions and whosoever follows their footsteps till the day of judgement, Amen.

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LIST OF ABBREVIATIONS

BIP	Bureau of Innovation and Consultancy
CFA	Confirmatory Factor Analysis
CIPP	Context, Input, Process, And Product
CLT	Central Limit Theorem
DV	Dependent Variable
ECC	Entrepreneurial Curriculum Content
EE	Entrepreneurship Education
ETS	Entrepreneurial Curriculum Content
IEO	Entrepreneurial Orientation
ITM	Institute Teknologi Mara
IV	Independent Variables
<i>KEMUSA</i>	<i>Kembara Usahawan</i>
MDG	Millennium Development Goals
MEDEC	Malaysia Entrepreneur Development Centre
MMU	Multimedia University
MOHE	Ministry of Higher Education
NAPEP	National Poverty Alleviation Program
NDE	National Directorate of Employment
NEEDS	National Economic Empowerment and Development Strategy
NUC	National University Commission
SEI	Students' Entrepreneurial Intention
SPSS	Statistical Package for Social Science
TRA	Theory of Reasoned Action
UE	University Environment
UiTM	University Technology Mara

UM	University Malaya
UMK	University Malaysia Kelantan
UPM	University Putra Malaysia
USM	Universiti Sains Malaysia
UUM	University Utara Malaysia

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AMALAN PELAKSANAAN PROGRAM KEUSAHAWANAN DI UNIVERSITI AWAM MALAYSIA DAN NIGERIA

ABSTRAK

Di semua peringkat pendidikan, amalan pelaksanaan merupakan peringkat penting yang harus mempamerkan kandungan kurikulum yang direka bentuk dengan baik dan bermakna, teknik pedagogi holistik, dan persekitaran pembelajaran yang kondusif yang semuanya, boleh membantu melahirkan individu yang seimbang. Secara khusus, pendidikan keusahawanan telah diinovasikan dalam kurikulum universiti Malaysia dan Nigeria bertujuan untuk memupuk semangat keusahawanan dan minda di kalangan pelajar. Supaya selepas tamat pengajian, mereka akan menjadi penyedia pekerjaan dan bukannya pencari kerja. Walau bagaimanapun, trend semasa kadar pengangguran yang tinggi dan mencari kerja kolar putih di kalangan pelajar lepasan universiti Malaysia dan Nigeria, telah dilaporkan meningkat dengan ketara; dan kedua-duanya menunjukkan kurangnya niat keusahawanan dalam kalangan pelajar. Akibatnya, beberapa pendidik dan penyelidik mempersoalkan banyak faktor, manakala yang lain menekankan bahawa pelaksanaan amalan keusahawanan di kedua-dua negara mungkin menjadi sebab dan perlu disiasat. Oleh itu, penyelidikan ini bertujuan untuk menyiasat amalan pelaksanaan program keusahawanan, dengan mengambil kira tiga (3) komponennya iaitu, kandungan kurikulum keusahawanan, strategi pengajaran, dan persekitaran universiti; dan mengkaji kesannya terhadap hasrat keusahawanan pelajar di universiti awam Malaysia dan Nigeria. Lima soalan kajian dan dua hipotesis membimbing kajian ini. Sampel terdiri daripada dua kategori yang melibatkan pensyarah dan pelajar. 581 pelajar dan 10 pensyarah keusahawanan. Kajian ini menggunakan reka bentuk tinjauan. Ini diikuti dengan temu bual guru dan

pelajar. Data kajian dikumpul menggunakan soal selidik dan temu bual. Soal selidik yang menilai keberkesanan pendidikan keusahawanan dalam membangunkan hasrat keusahawanan pelajar digunakan untuk mengumpul data mengenai kurikulum keusahawanan universiti (ECC), strategi pengajaran keusahawanan (ETS), persekitaran universiti (UE), dan niat keusahawanan pelajar (SEI). Pakej Statistik untuk Sains Sosial (SPSS) versi 25 telah digunakan untuk pengiraan. Ujian-t bebas dan Regresi digunakan untuk menganalisis hipotesis, manakala analisis tematik digunakan untuk analisis data kualitatif. Hasilnya menunjukkan bahawa terdapat perbezaan yang signifikan antara pandangan pelajar universiti Nigeria dan Malaysia tentang keberkesanan kandungan kurikulum keusahawanan, dan persekitaran universiti, tetapi bukan pada pandangan mereka tentang strategi pengajaran. Walau bagaimanapun, untuk Regresi, keputusan untuk Nigeria menunjukkan bahawa ECC dan ETS memberikan sumbangan paling kuat dalam meramalkan niat keusahawanan pelajar. Manakala di Malaysia hanya ECC yang memberikan sumbangan paling kuat dalam meramalkan hasrat keusahawanan pelajar. Sebaliknya, dapatan temu bual, menjelaskan bagaimana kandungan kurikulum keusahawanan meningkatkan hasrat keusahawanan pelajar Malaysia dan Nigeria; dan menjelaskan tentang pandangan negatif pelajar terhadap strategi pengajaran keusahawanan dan persekitaran universiti. Sekali lagi, penemuan menjelaskan tentang cabaran yang diperhatikan dalam pelaksanaan program keusahawanan dan kemungkinan cara untuk penambahbaikan. Antara lain dicadangkan bahawa memandangkan EEC didapati berkesan dalam meningkatkan hasrat keusahawanan pelajar, strategi pengajaran pensyarah dan persekitaran universiti keusahawanan harus diperbaiki untuk mencontohi pendekatan, elemen dan kemudahan yang mampu meningkatkan hasrat keusahawanan.

ENTREPRENEURSHIP PROGRAM IMPLEMENTATION PRACTICES IN PUBLIC UNIVERSITIES OF MALAYSIA AND NIGERIA

ABSTRACT

This research investigated the implementation practice of entrepreneurship program in public universities of Malaysia and Nigeria in comparative approach. Specifically, it focused on three components, namely entrepreneurial curriculum content (EEC), entrepreneurial teaching strategies (ETS) and the entrepreneurial university environment (EUE); purposefully to assess their effects on students' entrepreneurial intention and the challenges surrounding teaching the program with a view of addressing them. The study employed sequential explanatory strategy under mixed method in which qualitative findings strengthened quantitative results. After collecting data from the total sample of 581 students and 10 lecturers of entrepreneurship using questionnaire and interview as instruments, Statistical Package for Social Science (SPSS) version 25 was employed for the computation. Hence, the quantitative data was analysed using Independent t-test and Regression; while the qualitative data was processed according to Braun and Clarke's thematic analysis framework. The quantitative results revealed that significant differences exist between the Nigerian and Malaysian universities students' perceived views on the effectiveness of entrepreneurship curriculum content and university environment, but not on the teaching strategies. Again, it was discovered that only ECC and ETS made the strongest contribution in predicting students' entrepreneurial intention in Nigeria, while only ECC made the strongest contribution in predicting students' entrepreneurial intention in Malaysia. Along the same line, qualitative findings supported the quantitative findings on the effectiveness of entrepreneurial curriculum content and

explained negative students' perceived views on the entrepreneurial teaching strategies and the university environment. The challenges associated with teaching entrepreneurship program were found to be lack of parents' support and students' insufficient communication skills for Malaysian universities students; while lack of adequate facilities, limitation of skills, lack of finance and lack of expertise are attributed to Nigerian universities students. Yet, lack of students' interest and large number of students are evident in both countries. Accordingly, providing special treatment for interested students, expansion of skills, increase of credit units for the relevant courses, emphasis on experiential activity, provision of financial support to students and improvement of students' communication skills were put as recommendations for enhancement and response to the identified challenges towards boosting students' entrepreneurial intention in the countries. Further studies were also suggested to explore other related aspects that have influence on students' entrepreneurial intention.

CHAPTER 1

INTRODUCTION

1.1 Introduction

The university is the highest level of educational ground that promotes conserving and disseminating of values, skills, and cultural legacies among the societal members. Its philosophy aims at nurturing and producing a balanced individual who can ultimately contribute to personal, family, societal and national development (Da Wan et al., 2015). In addition, the university presents a symbol of civilization, especially in terms of innovativeness and enhancing individuals' intellectual capacity; it is an institutional high order of transformation that has been modifying and proposing solutions to societies since dark ages; and explicitly nowadays, research, skills acquisition and innovation have all become fundamental aspects in confining philosophy and roles of the modern university (Alexander, 2012). Other scholars argue that these are secondary roles of modern university that signify the nature of what is known as 'multiversity'; but the cardinal ones are limited to teaching and research, which stress advancement of knowledge across various disciplines of learning in the university (Tilak, 2016). However, Kerr (2002), has perceived the roles of the university beyond only teaching and research by incorporating economic role where students are supposed to be imbued with business-knowledge. This is popularly constructed as "knowledge-driven economy" through which the emphasized role of the university transcends from dissemination of knowledge and research to creation of new area of knowledge that stresses the production of skilled students, workers who can efficiently contribute to the economic growth of a nation (Reichert, 2006). However, the philosophy and roles of the university normally change with the

changing demands of societies. For example, in Malaysia, public universities within 1950s and 1960s were charged with the role of producing individuals capable to function in the “new post-independent” called to have bureaucrats and professionals. However, later there were an introduction of new economic policy aiming to eliminate poverty and shape the society through tackling the existence of then economic disparity among the different ethnic groups in Malaysia (King & Berkeley, 2018). Similarly, in Nigerian context, the philosophy, and roles of the university in the early post-colonial Nigeria, was to produce patriot citizens. Later, the trend moved toward ensuring a profound and qualitative education and producing self-actualized individuals (Oluremi & Kolade, 2016).

Currently, with the bedevilling trend of the university graduates’ unemployment, both Malaysian and Nigerian governments chose fostering employability skills to their graduates as their priority. Fundamentally, the university curricular in both countries were reformed and introduced entrepreneurship education as a promising ladder (Igbokwe-Ibeto et al., 2018; Samsudin et al., 2019). This type of education has been proven as substantive process of infusing graduates with entrepreneurial intention that later helps them to become self-employed (Carlos et al., 2017). In entrepreneurship education, the crucial factor in shaping entrepreneurial behaviour is intention, as highlighted by Nowiński et al. (2019). Intention serves as the catalyst for actions and behaviours, making it a focal point for researchers in the field of entrepreneurship. Entrepreneurial intentions refer to the mindset of entrepreneurs, encompassing the refinement, coordination, and stimulation of knowledge, attention, and actions directed towards establishing a business. It is emphasized that intention represents the primary and pivotal stage that aspiring entrepreneurs cultivate before embarking on business endeavours (Ezeh et al., 2020).

Scholars also view entrepreneurial intention as a critical determinant of students' preparedness to embrace entrepreneurship post-graduation. Students harbouring entrepreneurial intentions are more likely to venture into entrepreneurship with confidence, generating innovative ideas, taking risks, and overcoming uncertainties inherent in the entrepreneurial landscape. The concept of entrepreneurial intention denotes individuals' mental readiness to participate in entrepreneurial activities following their completion of educational programs. Furthermore, it encompasses the psychological inclination of individuals towards engaging in entrepreneurship in their future pursuits (Ndofirepi, 2020). Notably, several factors contribute significantly to the development of entrepreneurial intention among students, with "perceived educational support" being a major factor. This support includes elements such as entrepreneurial curriculum content, teaching strategies, and the conducive classroom environment.

However, it is quite important to note that attaining such, lies hugely on the successful exploration and utilization of the entrepreneurship unique curriculum content, teaching strategies and learning environment. To reiterate, the curriculum content of entrepreneurship education should be designed to exhibit elements that calls for exploring available business opportunities, stimulates creativity and provide the necessary knowledge and skills to run a business. It should also emphasize building self-confidence, self-assurance, and encourage risk-taking, (Mawonedzo et al., 2021). Equally, teaching entrepreneurship requires demands use of strategies that enhance students' active participation. These include, using methods like project studies, drama, collaborative activities, and experiential learning. All these, are termed as entrepreneurship pedagogical approaches that prepare students to become independent entrepreneurs (Bell, 2020).

Similarly, the entrepreneurial environment is an important factor for teaching entrepreneurship education (Lim, 2018). The nature of the environment is crucial for promoting entrepreneurial intention. To stimulate entrepreneurial characteristics among students, the learning environment (classroom or entrepreneurship centre), is supposed to possess availability of effective infrastructures, quality of instructional and learning resources, and support initiatives for entrepreneurs. The environmental conduciveness plays a significant role in shaping students' entrepreneurial intention (Kalar & Antoncic, 2015). However, absence or ineffectiveness of these three fundamental aspects of entrepreneurship education (curriculum content, teaching strategies, and the learning environment) may hinder the successful implementation and goal attainment of the program.

1.2 Background of the Study

The nature of graduates' unemployment in both Malaysia and Nigeria has been increasing over decades. For instance, in Malaysia it is reported that the rate fluctuated to 3.1%, 3.44% and 3.42% to in 2015, 2016 and 2017, respectively (Shayaa et al., 2017). To elaborate, the graduates' unemployment rate in Malaysian context, has drastically rose to 450,000 in 2015. And later in May 2016 straighten up to 505, 000 with almost an increase of 55,000 (Tarmuji et al., 2016). Equally, employment in Nigeria is not certain as the university graduates sometimes spend a good five years without having a job (Wasiu Olaitan-onasanya et al., 2016). To support this, Aminu (2019), Pointed out that more than 75% of the yearly university graduates in Nigeria remain jobless. Considering this bedevilling issue, scholars attributed the problem on the irrelevance of the higher educational institutions' curriculum, which emphasis centred on training the graduates for seeking a "white-collar job" (Ezeh et al., 2020;

Sukron Djazilan & Darmawan, 2022). In line with this, both Malaysian and Nigerian educational systems were reformed and introduced entrepreneurship education (EE) to equip the graduates with two major things. One, to inculcate basic knowledge and skills needed to create and run a business. Two, to create awareness about other career opportunities, besides governments' work, which will certainly reduce the rate of unemployment and bring poverty alleviation (Bakar, Aminul Islam, & Lee, 2015). This is remarkable, as scholars across the globe ascertain that entrepreneurship education equips graduates with entrepreneurial skills, training and engage them in activities that can reduce unemployment and boost the economic status of developing nations (Contreras et al., 2020; Saibon et al., 2019).

Specifically, the Nigerian government through the federal government instructed all institutions of higher learning, including the universities to introduce entrepreneurship education as part of the academic programs started from 2007/2008 session (Nwekeaku, 2013). Later in 2011, Nigerian universities commission popularly and shortly known as NUC accredited the course, updated it, and come up with new entrepreneurship contents. Sequentially, NUC passed a law that all universities must adhere to the changes and ensure that it is a mandate for every student to obtain pass marks in the course before graduation. In relation to this, majority of the Nigerian universities embedded the program into their academic curriculum, whereas some are yet to do so (Nwambam et al., 2018; Ramli, 2020).

Similarly, the educational outlook Malaysian universities were transformed to emulate entrepreneurship education as a part of the strategic plan to reduce rate of unemployment and achieve it's 2020 vision of establishing "knowledge-based economy" (Da Wan et al., 2015; Rahim et al., 2016), Hence, for Malaysian government to realize this dream, it was made mandatory through the ministry of

higher education that every student at public university must register and pass entrepreneurship course before graduation. Likewise, such students are motivated to participate in the related trainings, workshops, conferences, and other entrepreneurship programs organized by their respective universities. It is expected that the exposure obtained through these activities, will foster entrepreneurial culture, attitudes and mind-set among the students (Mamun et al., 2017). Intrinsically, the outcome will significantly improve the business opportunities and decrease the graduates' unemployment in Malaysia (Wardana et al., 2020).

Furthermore, Malaysia and Nigeria have initiated several exertions to support the entrepreneurship education implementation at the university. For instances, Malaysian government, starting with its 2012 annual national budget, apportioned RM 100, 000, 000 for soft loans. This was aimed to enable the newly entrepreneurs obtain all the needed raw materials and machines to start any kind of business. More so, the Ministry of Higher Education organizes entrepreneurship programs, workshops in order to motivate and to equip graduates and youth with the basic knowledge and skills needed as a new enterpriser (Handayati et al., 2020)

Despite all the above struggles to strengthen the implementation of entrepreneurial program in the universities, it is being quite demoralizing to find out that majority of the university graduates do not embrace the culture of becoming entrepreneurs and yet prepare to seek government job than creating their own businesses (Nadarajah, 2021). For instance, in 2018 the Malaysian Ministry of higher education asserted that the number of graduates who have chosen to become self-employed after graduation was very minimal. It was revealed that 5.5% of the graduates were found to venture into business (Saibon et al., 2019). Moreover, in year 2019, it was disheartening that only 2.4% of Malaysian graduated students dwelled

into entrepreneurship after graduation (Abu Bakar et al., 2022). Relatively, there has been a record of poor attendance by graduates in the organized entrepreneurship programs by several ministries. The participation shows that out of total number of 170,000 yearly graduated students, only about 10,000 normally participate in the related-entrepreneurship programs organized by the Ministry of Higher Education at every blessing year (Nadarajah, 2021).

This failure can be attributed to the range of factors that can be on the entrepreneurship course implementation process. Scholars expatiated that curriculum implementation is the crucial and important aspect of all aspects of curriculum. It is multidimensional process that demands efficient functions of all segments of the curriculum framework (content, teaching strategies, learner, and evaluation strategies) for proper and effective absorption by students. Likewise, on the implementation of entrepreneurship course scholars have highlighted much importance on the course specific content, teaching strategies and unique environment of entrepreneurship (Love Moses & Mosunmola, 2014; Mazzei, 2018). For instance, Successful practice and implementation of the course requires to inherit in-depth and comprehensive content that would enhance the objectives achievement (Igbokwe-Ibeto et al., 2018). Again, implementation of entrepreneurship course requires teachers to explore teaching strategies that call for students' active participation in the entire process like using drama, visiting entrepreneurship centres, collaborative activities, project studies and using diaries (Emmanuel, 2020). More so, conduciveness of the environment - classroom serves as another factor that influences students' willingness to embrace entrepreneurship intention. (Kalar & Antoncic, 2015).

1.3 Statement of the Problem

Evidently, the foregone statistical information and empirical research evidence indicate that both Malaysian and Nigerian university graduates are yet to develop entrepreneurial intention. In response, majority of entrepreneurship research in Malaysia and Nigeria are solely centred in investigating relationships between some psycho-sociological variables and the entrepreneurship education. Specifically, the psychological include, predictors of entrepreneurial mind set among the university graduates (Amer Azlan et al., 2016; Asenge et al., 2018; Chuah et al., 2016; Din et al., 2017; Ismail et al., 2013; Okoye, 2016; Saraih et al., 2018; Shayaa et al., 2017); intention (Aladejebi, 2018; Ayodele, 2013; Ibrahim & Lucky, 2014; Koe, 2016; Mamun et al., 2017; Mohd et al., 2015; Muhammad et al., 2015; Ramoni, 2016; Shamsuddin et al., 2018); cognitive, affective and behavioural components towards entrepreneurship education (Pulka et al., 2014); influence of gender and self-efficacy on entrepreneurial intentions (Murugesan & Jayavelu, 2017; Mustafa Baba, 2014; Ojewumi et al., 2018; Saraih et al., 2018; Yusof et al., 2019); motivation (Ooi & Ahmad, 2012; Santoso & Sutedjo Dharma O, 2018; Saraih et al., 2019) career intention (Ahmad & Buchanan, 2015; Azis et al., 2018; Ndofirepi & Rambe, 2017; Othman & Tengku Muda, 2018; Taha et al., 2017); skill acquisition (Ekpe et al., 2015; Faloye & Olatunji, 2018; Hussaina et al., 2015; Moses et al., 2015; Yusoff et al., 2016) entrepreneurial determination (Abdullahi & Zainol, 2016; Chee Sern et al., 2018; Ezeh et al., 2020; Koe, 2016; Olokundun et al., 2017; Taha et al., 2017); readiness, motivation and attitude (Mahmoud et al., 2015; Okoye, 2016; Purwana & Suhud, 2017); students' attitudes towards entrepreneurial study (Parveen et al., 2018; Rasli et al., 2013)

Other researches focused on the influence of social factors on the university graduates' entrepreneurial commitments, which include, personal attributes, family influences (Odewale et al., 2019); family roles on entrepreneurial intention (Taha et al., 2017); the cultural determinants of entrepreneurial success (Yusof et al., 2017); individual entrepreneurial Orientation (IEO) and entrepreneurial intention (Koe, 2016); social factors influence the entrepreneurship career choice (Ayodele, 2019; Mahmoud et al., 2015); effect of contextual factors and educational support on students' entrepreneurial intention (Akinbola et al., 2013; Mahmoud, 2015).

However, there are some researches that investigated challenges of implementing the university entrepreneurship program, which is an aspect of the implementation process (Odi & Njoku, 2013; Osakede et al., 2017; Uzoegwu & Egbe, 2014). While some examined the entrepreneurship program evolution (Ebiringa, 2012); policy (Akinbola et al., 2013); impact of religion on entrepreneurial intention (Riaz et al., 2016); impact of entrepreneurial education on youths' empowerment (Aja-Okorie Onele Adali, 2013); relationship between entrepreneurship, stem education and self-reliance & economic diversification (Muhammad Shamsuddin, 2018).

Obviously, there are less research that evaluate the effectiveness of entrepreneurship program implementation at the university level. And find out the effects of its components – content, teaching strategies, and the university environment on students' entrepreneurial intention. Explicitly, most of the previous studies were limited on one or two components of curriculum implementation such as content, (Adelaja & Minai, 2018; Dakung et al., 2017); pedagogy (Olokundun et al., 2017); content and pedagogy (Din et al., 2016a; Love Moses & Mosunmola, 2014); lecturers' competency and content effectiveness (Nwambam et al., 2018). More so, majority of these research employed quantitative approach and are not comparative studies.

Therefore, this study fills the gap by comprehensively employing the CIPP program evaluation model of Stufflebeam (1960) to comparatively provide an insightful information about the effectiveness of the entrepreneurship program implementation (looking at the content, teaching strategies and the conduciveness of the entrepreneurship classrooms) in public universities of Malaysia and Nigeria through the perceived views of lecturers teaching the program and students who offered the course by using mixed method approach.

1.4 Research Objectives

The overarching aim of this study is to provide the insight information about the implementation practices of entrepreneurship program in the selected Malaysian and Nigerian Public Universities and make a comparative analysis between their practices. Accordingly, the specific objectives are:

1. To examine whether there is any difference between the Malaysian and Nigerian university students' perceived views on:
 - a) the effectiveness of entrepreneurship's curriculum content
 - b) the effectiveness of entrepreneurship teaching strategies
 - c) the effectiveness of the university environment.
2. To study the effect of entrepreneurial curriculum content, teaching strategies, and university environment on students' entrepreneurial intention.
3. To explore students' perceived views on:
 - a) the effectiveness of entrepreneurship curriculum content on promoting their entrepreneurial intention.

- b) the effectiveness of entrepreneurship teaching strategies on promoting their entrepreneurial intention.
 - c) the effectiveness of the university environment on promoting their entrepreneurial intention.
4. To investigate how the lecturers, teach and assess the entrepreneurship program.
 5. To explore the lecturers' perceived views on the challenges that hinder the attainment of the program's goal and recommendations to improve it.

1.5 Research Questions

The study will be guided by the following research questions.

1. Is there any significant difference between the Malaysian and Nigerian university students' perceived views on the effectiveness of entrepreneurship curriculum content, teaching strategies, and university environment?
2. Is there any effect of entrepreneurial curriculum content, teaching strategies, and university environment on the students' entrepreneurial intention?
3. How do students perceive the effectiveness of the entrepreneurship program's curriculum content, teaching strategies and the university environment on promoting their entrepreneurial intention?
4. How do lecturers teach and assess the entrepreneurship program?

5. What are the lecturers' perceived views on the challenges that hinder the attainment of the program's goal and recommendations to improve it?

1.6 Hypotheses

- H01. There is no significant difference between the Malaysian and Nigerian university students' perceived views on the effectiveness of entrepreneurship curriculum content, teaching strategies, and university environment.
- H02. Entrepreneurial curriculum content, teaching strategies, and university environment do not have significant effect on students' entrepreneurial intention.

Table 1.1

Research Matrix shows aims, Questions and Hypothesis

Aims of Study	Research Questions	Hypotheses
1. To examine whether there is any difference between the Malaysian and Nigerian public university students' perceived views on the effectiveness of the entrepreneurship curriculum content, teaching strategies, environment on students' entrepreneurial intention	Is there any significant difference between the Malaysian and Nigerian university students' perceived views on the effectiveness of entrepreneurship curriculum content, teaching strategies, and university environment?	There is no significant difference between the Malaysian and Nigerian university students' perceived views on the effectiveness of entrepreneurship curriculum content, teaching strategies, and university environment.
2. To study the effect of entrepreneurial curriculum content, teaching strategies, and university environment on students' entrepreneurial intention.	Is there any effect of entrepreneurial curriculum content, teaching strategies, and university environment on the students' entrepreneurial intention?	Entrepreneurial curriculum content, teaching strategies, and university environment do not have significant effect on students' entrepreneurial intention.

Table 1.1 (Continued)*Research Matrix shows aims, Questions and Hypothesis*

Aims of Study	Research Questions	Hypotheses
3. To explore students' perceived views on effectiveness of entrepreneurship curriculum content, teaching strategies and environment on their entrepreneurial intention	How do students perceive the effectiveness of the entrepreneurship curriculum content, teaching strategies and the university environment on promoting their entrepreneurial intention?	
4. To investigate how the lecturers, teach and assess the entrepreneurship program.	How do lecturers teach and assess the entrepreneurship program?	
5. To explore the lecturers' perceived views on the challenges that hinder the attainment of the program's goal and recommendations to improve it.	lecturers' perceived views on the challenges that hinder the attainment of the program's goal and recommendations to improve it?	

1.7 Significance of the Study

This study is important to all the stakeholders for number of reasons. Although, it is comparative study that provides insights information on how Malaysian and Nigerian Universities implement entrepreneurship program. Firstly, there is a dearth of research on the perceptions of entrepreneurship lecturers and students regarding the effectiveness of the program's implementation. Hence, the study provides a clear students' views on the effectiveness of the entrepreneurship program's content, teaching strategies, and the university environment towards boosting their entrepreneurial intention. Dissatisfaction of some aspects of the program by the students, serves as a clue for the curriculum planners and supervisors to recommend for improvement. Besides that, the findings will reveal out the technics, methods, and

procedures that entrepreneurship lecturers in Malaysian and Nigerian Public Universities employ while teaching and assessing the entrepreneurship program. Thus, curriculum supervisors can utilize this information to assess the extent to which those lecturers adhere to the prescribed entrepreneurship curriculum implementation methods and procedures in delivering and evaluating the program. More so, this research is vital to the curriculum planners on the necessary and immediate actions to be taken to strengthen the students' entrepreneurial intentions, as the study asks about the challenges do lecturers experience while teaching the program. Again, the two countries may decide to adopt the techniques from each other for better practice.

Propensity

More so, the findings of the study will provide information to the curriculum developers regarding the available resource materials and activities conducted in implementing the entrepreneurship program; and the extent to which the resource materials and the activities influence the students' intention to become entrepreneurs. Consequently, they will provide information to curriculum planners and supervisors, teachers, and policy makers on the extent to which the program's resource materials and activities influence the students' interest to become entrepreneurs. Thus, the feedback will enable teachers to make adjustment, innovations in line with the implementation process. Similarly, the information will help policy makers for decision making and likewise, curriculum planners for improvements. In addition, the study will provide insightful information to the curriculum supervisors on whether the lecturers implementing the program are consistently following the program's objectives and content while lecturing. This will help to recommend for necessary adjustment.

More so, findings will also provide information to the Universities' managements and policy makers on the challenges faced by the lecturers and students of entrepreneurship program. This will help to initiate actions and procedures that solve the challenges. Furthermore, the findings will portray to the extent to which the entrepreneurship curriculum implementation in Malaysia and Nigeria meets the expectations of university graduates in terms of equipping them to obtain the basic skills and knowledge to create business. This will serve as ground for policy makers to know whether the stated objectives are achieved or not. Practically, the entire findings will reveal the successes and failures of entrepreneurship curriculum implementation in Malaysia and Nigeria; hence, efforts can be made to improve the process.

1.8 Scope and Limitation of the Study

This study is limited only to Public Universities in Malaysia and Nigeria. The study intends to involve lecturers teaching entrepreneurship program and undergraduate students who have already undergone the course in their previous levels. Precisely, the study intends to provide insightful information regarding the entrepreneurship program implementation practices and its effectiveness in promoting students' entrepreneurial intention in the selected Public Universities in Malaysia and Nigeria using evaluation model proposed by Stufflebeam (1960). The model is a decision-management approach comprises four (4) phases. These include context, input, process, and product (CIPP). In this research, all the four phases of the model are considered, as the research intended to majorly provide insightful information about the implementation practices, and at the end unveil the nature of its effectiveness in terms of boosting students' entrepreneurial intention. Thus, in this study the context

is referring to evaluating entrepreneurship program's environment - classroom. While Input evaluation concerns about the program content, teaching, and assessment strategies, used by lecturers for the implementation practices of the program. More so, process of evaluation encompasses with the challenges observed by lecturers of entrepreneurship program, and their recommendations. And lastly, the output aspect represents the students' intention after experiencing the program. Meaning to say, the program effectively transforms the intention to 'entrepreneurial' or otherwise.

Furthermore, the study intends to select some universities in Malaysia and Nigeria. In Malaysian context, there are three (3) categories of the university namely research universities as the first category, comprehensive universities, and focused universities. The research universities are regarded as the best universities in the country especially in terms of research, which is the cardinal criteria for ranking universities globally. These universities in Malaysia are five (5) in number, including Universiti Sains, Malaysia, popularly known as USM. Hence, in this research the researcher chose only USM from Malaysia because of the following reasons: (a) it is among the best universities in country (b) all the research universities have the same entrepreneurship program curriculum objectives guided by the Ministry of Higher Education (c) it will be easy for the researcher to obtain the required information from the university; and (d) USM got the award of most entrepreneurial university in Malaysia in 2018 (Landau, 2018). These are the justifications for the selection; hence, in this study, USM will represent the rest public universities in the country. This peculiarity is the major reason for the selecting the university. More so, the Universiti Sains, Malaysia, as public university was established on 1st June 1969 and situated in Northern Malaysia. It is a research university, fully funded by the Malaysian government. Again, it is selected as part of this study because it is among the pioneers

higher learning institutions in Malaysia and one of the universities with high enrolment of students in the country (Hock-Eam et al., 2016). More so, USM offers entrepreneurship course to all undergraduate students in their first year as a general course of study. It is a two (2) credit unit course coded as: WUS101: CORE ENTREPRENEURSHIP as two (2) credit unit course. Therefore, second year students who have passed through the program's content, and assumed to obtain the required knowledge and skills, will constitute the population of this study.

On the other hand, Nigerian universities almost have the same features and characteristics. Implicitly, three (3) categories of universities in the country, which are called agricultural universities, universities of technology and conventional universities; but in practice most of Nigerian universities are conventional in nature. Likewise, in the country, universities' educational objectives, programs and curriculum content are recommended, guided, and accredited by the National University Commission body (NUC); hence, in terms of entrepreneurship course in Nigerian context, all the universities are unanimously guided by the NUC recommendation; Thus, in relation to entrepreneurship course for undergraduate students, the universities are having the same objective and program content. However, the most striking difference in the category of universities in Nigeria, is the issue of the federal, state, and private universities. On this basis, together with easy access, the researcher will choose only one (1) university from Nigeria to represent others. The university is Umaru Musa Yar'adua University, Katsina, as a state university established by the state government of Katsina state on the 5th of September 2006; but started academic activities early 2007. It is a conventional university with three (3) faculties namely: Humanities, Natural and Applied Sciences and Education. In addition, within the phases of these three faculties, there are almost different twenty

programs of specialization. Furthermore, in this university, the entrepreneurship courses are offered to undergraduate students at two consecutive sessions (second and third years). The second-year course is coded as EDS 2211: Entrepreneurship Education and is the theoretical aspect, whereas in the third year the practical aspect is offered and is coded as EDS 3201: Entrepreneurship Education; although, universities in Nigeria have different codes regarding their undergraduates' entrepreneurship course and some of other courses; but fundamentally the course has a core status in every university in the country. Therefore, final year undergraduate students will be considered in the research on the basis that they have gone through the two courses in their second and third years.

On the limitation of the study, the researcher first had the intention of covering more than two universities. However, due to time and resources factors, only two universities were considered, each from one country. This limited the research findings in getting a wider response that is worth generalizing. Again, on the qualitative aspect, it would have been more reliable to interview more than six (6) students from each university. However, the researcher found it very difficult to get more students willing to respond to the interview questions.

1.9 Operational Definitions of Terms

Entrepreneurship program: This refers to a course of study that trains individuals on how become creative, manage their psychological, emotional, and social disorders or problems (Ngoc Khuong & Huu An, 2016). In this study, entrepreneurship program defined as the compulsory and prerequisite course of study-general course that every student undertakes at undergraduate level in the selected public universities of Malaysia and Nigeria.

Curriculum Implementation Practice: This implies dissemination of the curriculum content through strategic and useful instructional materials and method (Albareda-Tiana et al., 2018). In this study, curriculum implementation signifies the delivery of entrepreneurship curriculum content by teachers as agents of curriculum implementation, which also include utilizing appropriate teaching strategies and providing conducive learning environment.

Perceived views: It refers to the students' views on the nature and quality of entrepreneurship curriculum design-components (objectives, content, teaching methods and evaluation procedures) towards equipping them with entrepreneurial knowledge and skills, as well as instilling entrepreneurial passion in their minds.

Program's Curriculum Content: It refers to the topics designed to be taught under entrepreneurship course that covers basic knowledge and skills of entrepreneurship education, and aiming at fostering entrepreneurial attitude for all undergraduate students in Malaysian and Nigerian Universities.

Entrepreneurial Intention: Is defined as individuals' state of minds to dwell into new business or create a firm outside or within an organization; or a person's willingness to venture into business to become self-employed.

Entrepreneurial University Environment: It is an environment of learning that is enriched with effective equipment and facilities, especially for entrepreneurship activities, can stimulate students' interest to develop entrepreneurial mind-set (Dalmarco et al., 2018).

Entrepreneurial Teaching Strategies: This simply refers to various sets of instructional techniques, methods, and procedures employed by entrepreneurship education lecturers for the successful delivery of the program content. These include, experiential method of learning, project and business plan design.

Assessment Strategies: It implies the techniques and means utilized by entrepreneurship for assessing students' activities, and performances in entrepreneurship classroom, which are yardsticks for measuring entrepreneurial intention.

Effectiveness: This refers to the capability of entrepreneurship program's content, teaching strategies and the university environment to equip Malaysian and Nigerian undergraduate students with entrepreneurial basic knowledge, build self-confidence, develop skills and intention; and to boost their interest to have entrepreneurial mindset after graduation.

Challenges: This implies to the obstacles and difficulties faced by the entrepreneurship lecturers and students in the process of entrepreneurship curriculum implementation at the University level in Malaysia and Nigeria.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The main aim of this study is to provide an insight information on the entrepreneurship curriculum Implementation at University level. It is comparative study aiming to compare the practices in Malaysia and Nigeria and evaluate the program's effectiveness. Thus, it very pertinent to note that curriculum implementation is all-inclusive process where teachers (curriculum implementation agents) are expected to translate the curriculum, drive syllabus, scheme of work and lessons from the curriculum document (Okolie, Nwajiuba, et al., 2020). Successful curriculum implementation relies on a coherent and interrelated relationship among its components. These include, content, teaching strategies, assessment methods, and the conducive environment in which learning takes place. Each component plays a crucial role in shaping the effectiveness of curriculum delivery and student learning outcomes. For instance, content refers to the subject matter or knowledge that students are expected to learn as part of the curriculum. It should be aligned with educational standards, learning objectives, and the needs of the learners. Well-designed content ensures that students acquire relevant knowledge, skills, and competencies necessary for their academic and personal development. To achieve this, teachers are required to make use of suitable teaching strategies that encompass the instructional methods, techniques, and approaches employed by educators to facilitate learning. This is to say, effective teaching strategies are tailored to the content being taught and the diverse learning needs of students. Varied instructional approaches, such as lectures, discussions, group work, hands-on activities, and technology integration, cater to

different learning styles and promote engagement and understanding. Equally, comfortable classrooms, and adequate resources, are cardinal in teaching and learning. These signifies a positive learning environment (Bahadır & Tuncer, 2020). With all these on ground, teachers make use of assessment methods to evaluate students' mastery of the curriculum content and their attainment of learning objectives. Assessment comprises formative and summative assessment. The former encompasses quizzes, observations, and peer feedback, inform instructional decisions and support student learning throughout the curriculum. While the later entails exams, projects, and portfolios, measure students' overall achievement and mastery of content (Changwe & Mwanza, 2022).

In nutshell, the components of curriculum implementation are fundamentally the determinants of its success or failure. To recap, designing and mastery of appropriate curriculum content, utilization of suitable teaching and assessment strategies and keys to effective and successful curriculum implementation. Again, evaluating and seeking for information on a curriculum implementation becomes paramount when it considers the effectiveness and interrelatedness of these components. Hence, the study employs CIPP model developed by Stufflebeam (1985), as a parameter to guide formulation the research conceptual framework. The model has four phases that represent the curriculum implementation components. These phases are context – the university environment, input – curriculum content, teaching strategies, assessment strategies, process – the challenges observed by entrepreneurship program lecturers, and their recommendations, and product – the students' entrepreneurial intention. The chapter reviewed related literature on the concept of curriculum, curriculum implementation, entrepreneurship education practices in Malaysian and Nigerian Public Universities. The chapter reviewed the

empirical research conducted on entrepreneurship program in both countries. In addition, the chapter discusses both conceptual and theoretical frameworks guiding the study.

Figure 2.1

Conceptual Framework of the study adapted from CIPP model developed by Stufflebeam (1985)

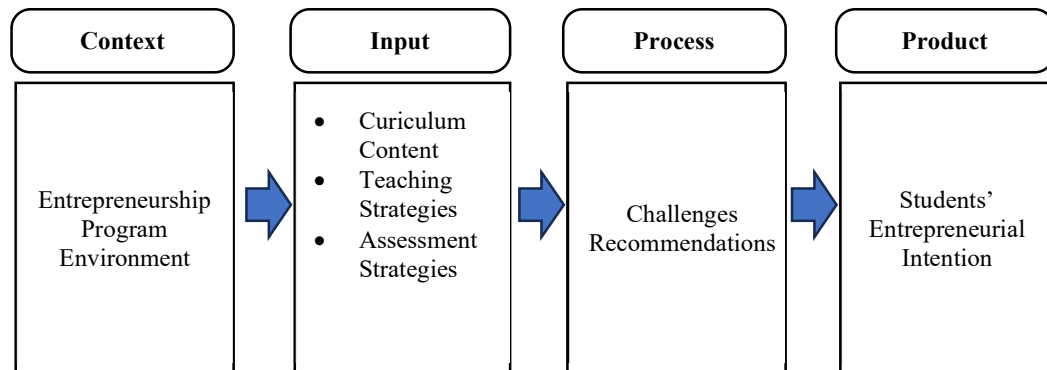


Figure 2.1 shows the conceptual framework of evaluating the entrepreneurship program implementation in the Public Universities of Malaysia. The context aspect of the framework entails the entrepreneurship program environment. Again, the context component is a cardinal ground that through which teachers and all the managerial personnels actualize or execute the curriculum planning. The input components involve the entrepreneurship curriculum content, teaching strategies, assessment strategies designed to achieve the objectives of the program. In addition, the process aspect of the framework comprises the challenges experience by the lecturers while teaching the course and their recommendation for improvements in the selected public universities in the countries. Equally, the product aspect signifies the students' intention after undergoing the program – entrepreneurial or otherwise. In essence, the arrows within the framework, indicate flow of information within the horizon of the pictorial representation from distinctive components. More so, as indicated in the