THE PEDAGOGICAL PERSPECTIVES OF EMBEDDING ENTREPRENEURIAL SKILLS FOR GRADUATE EMPLOYABILITY: A LONG-TERM STRATEGIC CHALLENGE AT THE LARGEST UNIVERSITY IN MALAYSIA

By

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BACKGROUND OF UiTM

- The largest university in Malaysia
- Branches in every state and overseas with one main campus and twelve state campuses
- 24 faculties & 8 Academic Centres
- Offers hundreds of courses through various programmes
- Current enrolment 200,000 students
- Produced more than 550,000 graduates since inception
The first recipient of the Entrepreneurial University of the Year Award (2012)

OUR NEW MOTTO: “UiTM CREATES EMPLOYERS”
VICE CHANCELLOR SPECIAL PROJECTS (VCSP)

- Strategic Groups were formed to undertake several entrepreneurial and innovative projects

- One of the Projects – Embedding Entrepreneurial Traits & Competencies in Teaching & Learning - 2011-2012
GRADUATES EMPLOYABILITY:

Some Recent Facts and Figures in Malaysia:

- **Unemployment rate (Dec 2012):** 3.3 percent
- **76,200 graduates** are still unemployed
- **180,000 new graduates** enter the job market yearly
- **Job vacancy in June 2013 dropped 35.7%** to 107,796 compared to 167,968 vacancies at the same time last year
- **In 2012, 80 percent** of UiTM recent graduates are employed (6 months after completion of study)
- (1.7% of them declared to be self-employed).
BASIS TO STRENGTHEN ENTREPRENEURSHIP EDUCATION

- Higher education can influence aspiration to entrepreneurship (Gibb and Hannon, 2006)
- Business school model emphasizes on functional areas – weak in developing pedagogies that stimulate entrepreneurial attributes and values (Gibb, 2006)
- “There needs to be a shift in the emphasis from educating ‘about’ entrepreneurship to educating ‘for’ it” (Kirby, 2004)
CHALLENGES

RESISTANCE ON UTILITARIAN MISSION OF UNIVERSITY

- Some academics oppose to an overemphasis on the utilitarian mission of the university.
- Some do not believe that entrepreneurial skills and employability developments should form a taught and assessed part of academic programs
- Challenges to change educators’ paradigm on embedding entrepreneurship in the curriculum
CHALLENGES

ADDRESSING REQUIREMENTS OF PROFESSIONAL BODIES

The concern that traditional course contents should not be lost – a particular concern for programmes that must deliver specified materials to retain professional and regulatory body accreditation.
CHALLENGES

SIZE OF UiTM AND THE MIX OF COURSES

- The challenge is to embed entrepreneurial skills across faculties
- Programmes offered range from Preparatory Courses to Post Graduate Degrees
- Currently only 14% out of 581 programmes offered in UiTM have element of “entrepreneurial skills’ in the Learning Objectives (one of the programme outcomes required by the Ministry i.e. PO8)
- Another mission to convince the Deans of Faculties and Rectors of Branch Campuses
CHALLENGES

DIVERSE QUALITY AND BACKGROUND OF STUDENTS

- Demographic Background
- Ethnographical concerns - challenge for entrepreneurship
OTHER CHALLENGES

- **Measurement and evaluation** of the impact of entrepreneurship courses and activities need to be in place to help guide the improvement of entrepreneurship education.
- **Teaching and learning strategies** need to be focused on developing skills necessary for the workplace, especially in the long-term.
- **Maintaining full support and services** in entrepreneurship well after graduation.
OTHER CHALLENGES

- Provision for coordinated university-wide entrepreneurship education policy
  - No proven model for mega entrepreneurial comprehensive university
  - Our effort is very much juggling the different requirements the Ministry set us to do such as maximum access to education to underprivileged segment of society, high employability rate, excellent in research and consultancy and lately high creation rate of entrepreneurs among recent graduates
ENTREPRENEURSHIP THRUSTS

- Establishment of Malaysian Academy of SME & Entrepreneurship Development (MASMED) as centre for entrepreneurship activities
- Involvement of stakeholders from ministry and industry in MASMED Board of Advisors
- Actively promoting entrepreneurial acculturation in teaching and learning throughout UiTM
- Recognition of staff involvement in innovation and entrepreneurial activities activities for promotion purposes
INNITIATIVES

CURRICULUM-BASED ACTIVITIES

- Compulsory entrepreneurship subject for all Diploma and degree students
- Training lecturers in embedding entrepreneurial skills in teaching and learning
- Fulfilling PO8 (Programme Outcome for Entrepreneurship) as required by Ministry of Education
- Involvement of Deans and Rectors in embedding entrepreneurship in the curriculum
INNITIATIVES

INTERNATIONALISATION OF THE CURRICULUM

- Move towards blended learning approach – enriching content
- Application of latest web tools in teaching and learning
- Enforcing entrepreneurial skills to be incorporated in all aspects – in the curriculum as well as co-curriculum activities
- More effective measurement and evaluation of the impact of entrepreneurship education programmes
COST PER STUDENT

- Efficient and Effective
- Cost per student: Total Operation Costs/Total Enrolment - Probably one of the lowest in the nation and in the world
- Being reference to universities in the U.K., Europe, India, Middle East, and other ASEAN countries
- Contributing to the highest number of human capital in the country
CONTRIBUTION TO HUMAN CAPITAL IN MALAYSIA

Undergraduate Program
- RU (5 Universities)
  - 19,221, 29%
  - 9,397, 14%
- 3 Comprehensive University (excluding UiTM)
  - 16,634, 25%
  - 21,071, 32%
- 11 Focused Universities
  - 41,636, 35%

Overall (Diploma - PhD)
- RU (5 Universities)
  - 34,230, 29%
- 3 Comprehensive University (excluding UiTM)
  - 32,863, 27%
- 11 Focused Universities
  - 10,760, 9%
  - 8,154, 29%

Diploma
- RU (5 Universities)
  - 18,292, 65%
- 11 Focused Universities
  - 34,230, 29%
UiTM GRADUATES EMPLOYMENT
BY SECTOR

• Only 20% of UiTM graduates joined government sector in 2012. A sizeable portion of these graduates are from Faculty of Education, Faculty of Medicine, Faculty of Pharmacy, and Faculty of Dentistry, which, by statute is required to work with the government

• Majority – private sectors