

A Conceptual Paper in Strategies Policy Graduate Entrepreneurs Universiti Teknologi Mara, Malaysia

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ABSTRACT

This review critically examines the focus and strategies used by Universiti Teknologi MARA (UiTM) Malaysia for lowering unemployment among university graduates while also critically analyzing Universiti Teknologi MARA (UiTM) Malaysia's focus and tactics for raising the competency level of its graduates. One factor that can boost a nation's economic growth is entrepreneurship. By producing jobs, it could lower the rate of intellectual unemployment among recent graduates of higher education. Numerous studies have demonstrated the impact of higher education on students' decisions to pursue entrepreneurship as a career by inspiring and molding their character and perspective. The purpose of this paper is to review the strategic policy models that Universiti Teknologi MARA (UiTM) Malaysia Education has taken to foresee problems with graduate unemployment. The issue this study faces is that students from different fields have different knowledge and skill sets, and not all students are required to pursue entrepreneurship. Higher education is supposed to be able to take proactive measures to close these disparities by guaranteeing that all students have the opportunity to pursue entrepreneurship as a career or area of interest. The findings of this conceptual review suggest that universities should adopt a more inclusive and strategic approach to entrepreneurship development across all faculties, not just business or technology-based disciplines. For policymakers and educational planners, the study provides a foundation to strengthen entrepreneurship education, improve institutional support systems, and ensure equitable access to entrepreneurial resources such as funding, mentorship, and incubation. For UiTM specifically, these insights can guide the refinement of current strategies to ensure that all students—regardless of background are equipped with the competencies and mindset to pursue entrepreneurship as a viable career pathway.

Keywords: Strategies Policy, Strategic Innovation, Higher Education, Graduate Entrepreneurship, Policy Intervention.

INTRODUCTION

Weak graduate marketability in Malaysia has resulted in youth unemployment and a shortage of highly skilled people to meet the needs of the future workforce. Graduate employment has remained a persistent concern over the last few years, with a large percentage of graduates struggling to find acceptable positions after finishing their studies. This condition jeopardizes not just the future of our skills but also our country's economic and social prosperity. Graduate marketability in Malaysia has resulted in youth unemployment and a shortage of highly skilled professionals to meet the needs and demands of the future workforce. According to the Department of Statistics Malaysia (DOSM), the highest proportion of unemployed graduates in 2020 was 4.4% (202,400 graduates), up from 3.9% (165,200) in 2019.

Despite various measures to lower the number of unemployed graduates, the employment rate remains relatively high, while the number of available positions remains low. To sustain the high cost of living and make ends meet, graduates have been forced to work for the minimum wage rather than in non-graduate positions. This situation not only adds to the environment of underemployment, but it also contributes to the undervaluation of abilities from a future high- skilled workforce that would assist both the economy and Malaysia's social trajectory. Despite the predicted drop in the unemployment rate in 2023 from 3.7% to 3.5%, the economy report by the finance ministry discloses that only reflects a tiny margin reduction, with greater attention from the government needed to address the problem of graduate unemployment. The number of graduates outnumbers the number of jobs available, making it difficult for them to find work. A university degree was once thought to guarantee a well-paying and stable profession. Unfortunately, that is no longer the case. The missing link between graduate production and labor market integration must be discovered for the sake of all. Unfortunately, this is no longer the case. For everyone's sake, the missing link between graduate production and labor market integration must be discovered.

To address this issue, a global effort is being made to promote entrepreneurship as a means of boosting young people's technical and vocational skills and employment opportunities. According to the United Nations Economic and Social Council (2016), aiding young people in creating creative and inclusive employment solutions is critical to addressing emerging concerns such as labor market complexity and falling job stability. To assist in the development of policies to put these initiatives into reality, the United Nations has set major targets for the remainder of this decade, with the ultimate goal of increasing the number of people with appropriate job and entrepreneurial skills by 2030. The United Nations recognized the need of local government support in this effort, and the United Nations Conference on Trade and Development (2015) released a policy guidance on youth entrepreneurship that included six important suggestions. "Enhancing entrepreneurship education and skills development" and "facilitating technology exchange and innovation" are two of these recommendations.

The term "entrepreneurship" was established in 1775 to characterize persons who have the ability to take inventive risks and use their business insights to create and launch firms that address unmet societal needs (Cantillon, 2010). While the term "entrepreneurship" has no fixed definition, it currently refers to a process in which people seize existing chances and resources to impact the economy through innovation (Drucker, 1994; Martin and Osberg, 2007). Traditionally, the primary purpose of entrepreneurial activity has been to earn profits and increase entrepreneurs' personal wealth (Tam et al., 2021). In the twenty-first century, traditional job-for-life career routes and prospects are on the wane worldwide. Entrepreneurship has grown in popularity, inspiring an increasing number of young people to create their own enterprises using innovation to enhance their living and achieve economic independence. Youth entrepreneurship also generates employment and integrates young entrepreneurs into shifting labor markets (Schoof, 2006).

Entrepreneurship is the primary driver of a country's economic growth because it contributes to GDP, stimulates investment, and creates jobs. Furthermore, entrepreneurship serves as a catalyst for innovation generation as well as a vehicle for improving society's socioeconomic status by providing economic opportunities to various levels of society, particularly the marginalized and those who are disadvantaged in the labor market, to start and grow businesses. On a global scale, several countries' governments are focusing on the development of the entrepreneurial ecosystem in order to produce high-potential entrepreneurs. The implementation of policies strengthens guidelines (PPPM)- 2016-2020, as well as the Ministry of Higher Education's continued launch of the integrated action plan for higher education institutes (PTK IPT) 2021-2025 (<http://malaysiangazatte.com2022>). The crises that occurred since, before, and after covid_19, such as many workers being laid off, graduate students having difficulty finding jobs, and salaries being paid at half of what they should be. One of the initiatives adopted by the government through higher education institutes to address the issue of student unemployment is to encourage entrepreneurial skills in colleges. With the advent of online businesses such as Tik tok shop, Shopee, and Lazada, students have been provided with digital expertise, allowing them to become entrepreneurs who are constantly informed of new innovations and marketing techniques in order to remain competitive in the market.

Profile of The Organization

Universiti Teknologi MARA is a public university located in Shah Alam, Selangor, is Malaysia's largest comprehensive university, offering innovative education with cutting-edge infrastructure and technology. It has 34 campuses, 4 colleges of study, 14 faculties, and 9 academic institutes throughout the country. UiTM is Malaysia's largest university, with a workforce of 19062 professionals, the majority of whom are bumiputeras (indigenous people). UiTM provides over 515 academic programs, including foundation, pre-diploma, diploma, bachelor's, and doctoral levels, as well as professional programs. UiTM is placed 587 in the QS World University Ranking 2025. More than 770,000 students study science, technology, humanities, and entrepreneurship (UiTM Profile, 2024). The university's vision is to establish UiTM as a globally renowned University of science, Technology, Humanities and Entrepreneurship. (UITM Vision, 2024).

UiTM offers a large network of academic partners from local and foreign universities, as well as professional organizations. Initially, UiTM collaborated with professional bodies such as the Australian Chartered Secretaryship, the London Chamber of Commerce, the British Institute of Management, the Australian Society of Accountants, and later colleges and universities such as Ealing Technical College (now University of West London) and Ohio University. Additional

partners included the Institute of Chartered Secretaries and Administrators (ICSA), the Chartered Institute of Transport (CIT), the Institute of Electrical and Electronics Engineers (IEEE), the University of London International Programs, the London College of Printing, the Chartered Institute of Building (CIOB), and the Institute and Faculty of Actuaries of the United Kingdom (UiTM Partners, 2024). UiTM has developed its academic partnership with numerous universities and professional organizations around the world. (UITM Partners, 2013). UiTM is also involved in a number of corporate social responsibility projects. One of the most outreaching projects is MDAB (Mengubah Destini Anak Bangsa), which offers 5000 higher education possibilities to the underprivileged or orphaned.

The Significance of Graduate Entrepreneurship

According to research that was backed by Gabriel (2024), young employment in Benue State is significantly influenced by entrepreneurship abilities. Moreover, it proposes that young people might be taught the fundamentals of mobilizing savings for the expansion and development of local businesses. The study also demonstrates how different strategies for entrepreneurial growth help lessen Benue State's unemployment issue. Youth entrepreneurship is viewed as a potential solution to the issue of youth unemployment, offering young people who possess the necessary means and ambitions a promising path to become entrepreneurs.

Similarly, Birdthistle (2008) states that the economy demands ambitious individuals who are willing and capable of taking control of their own lives in the face of rapid global change. However, the debate remains as to how far entrepreneurship education can help students go in their jobs. The question of whether the entrepreneurship education supplied to graduates is enough for producing entrepreneurs has arisen. Furthermore, the question of how well entrepreneurship education prepares graduates for the real world of business should be investigated.

Malaysia has acted to shift its economy from a production-based economy to a knowledge-based economy due to the competitive environment. Since the mid-1990s, a large number of Malaysian universities and other higher education establishments have begun to offer entrepreneurship-related courses or majors (Cheng, Chan, and Mahmood, 2009). Studies in entrepreneurship play a vital role in bolstering the national economy's driving force, addressing graduate unemployment, and providing graduates with a diverse range of skills and knowledge to enable them to become successful business owners who are competitive both domestically and internationally. comprehension of it (Learning by doing, 2009). Furthermore, graduates ought to be with sufficient experience in entrepreneurship. According to Dhliwayo (2008), the entrepreneur gives the students the chance to observe how they invest their time, energy, emotions, and brains into their firm on a daily basis.

Furthermore, Cardoza and Vidya (2024) found experiential learning, teacher-learner relationships, and group projects are widely recognized as crucial for improving employability. While not all students pursue entrepreneurship, the learning experience and personal growth can enhance their overall employability prospects. Experiential learning and work experience are the best methods across different disciplines and contexts. The programs aimed at entrepreneurial education and employability are different. Our annual careers event includes networking opportunities, study trips, industry guest speakers, and team projects with real-world firms. This example involves using theory in a real-life setting to gain practical abilities. The institution should give a clear structure for students to work on projects, similar to the initiative presented in this paper. Other entrepreneurial education and training programs emphasize the skills needed to create a business strategy and contribute to strategic development through competitions and simulations.

In a competitive society, Ojule and Oliobi (2024), found that institutions aim to improve graduates' employability by addressing perceived barriers to employment after graduation. Research indicates that higher education products are in consistent, modest demand in the labor market. Individuals without marketable talents struggle to find employment, driving this demand. Employability refers to the skills necessary for employment retention and advancement in the industry. Institutional administrators should use their expertise and resources to prepare graduates for employment opportunities. Entrepreneurship education offers numerous benefits, including increased economic competitiveness, creative thinking, risk-taking, career chances, and economic independence. It is seen as a powerful instrument for combating societal vices like militancy, prostitution, kidnapping, robbery, drug addiction, and human trafficking, which threaten peace and security in Nigeria.

The Role of Higher Education in Fostering Entrepreneurship

The field of entrepreneurship is still in its infancy but is becoming more and more significant in the global commercial landscape. Students that are interested in launching their own firms have consequently raised demand for entrepreneurship courses. A greater number of faculty are required to run programs, teach these courses, and carry out related research because of the rise in demand. Consequently, it is crucial that faculty members be well prepared to engage in entrepreneurial activity.

Since the middle of the 1990s, most universities and colleges in Malaysia have included entrepreneurship as a major or a subject in their curricula. Students have been able to take courses on entrepreneurship or similar topics at both the undergraduate and graduate levels. One of the public colleges that was among the first to offer a number of entrepreneurship-related programs is Universiti Utara Malaysia (UUM). UUM has long created the business and entrepreneurship development center since March 1990 in keeping with her concept and purpose of producing entrepreneurs, in addition to the formal exposure through the courses taught in classes (Arokiasamy, 2011).

Higher education institutions must reconsider their place in the economy and society, particularly in terms of the services they provide, as small enterprises now make up a larger share of economic activity in this state of flux. Higher education institutions may foster an entrepreneurial mindset in young people by teaching them how to build and "destruction" businesses, how to identify opportunities, and how to clearly grasp risks and rewards. They may also help students cultivate entrepreneurial qualities, offer the assistance that business owners require, and give their endeavors credibility.

Students have the opportunity to develop entrepreneurial capacities and mindsets to some extent because entrepreneurship is integrated into several undergraduate courses. However, more work needs to be done to successfully and completely transfer an entrepreneurial spirit to entrepreneurial behavior. Thus, it is still uncertain if entrepreneurship is successfully promoted through higher education as a transmission mechanism. This might be resolved by putting in place a system that helps students at every step of the entrepreneurial transmission process, from developing and shaping ideas to establishing a start-up. This kind of strategy requires two types of support: entrepreneurial assistance with input from the companies and

academic guidance from the college.

Institute of Higher Learning's history oversees MASMED. Additionally, MASMED has established its Board of Directors, which is made up of notable business people, government officials, and entrepreneurs. The Board will provide guidance to MASMED in order to guarantee efficient organizational planning and support the plan's execution (Rahim and Chik, (2014).

Appointments of MASMED Coordinators

MASMED and Tunas Mekar coordinators, situated in branch campuses around Malaysia, have been appointed by MASMED to oversee the entrepreneurship agenda and activities at the university. The coordinators in Shah Alam oversee and provide guidance to MASMED on entrepreneurship-related matters. The coordinators' appointment has increased entrepreneurial activity throughout UiTM.

Entrepreneurship for Promotion

Entrepreneurship activity has been made mandatory for promotion requirements in order to make sure that the agenda for entrepreneurship is adequately accepted and understood, leading to professor participation. For lecturers to receive higher grades for advancement, they must engage in entrepreneurial activity at their faculties or through MASMED. The participation in entrepreneurial activity is essential for professors to advance in their careers. This is consistent with UiTM's goal of becoming an entrepreneurial university, a goal that is supported by all of its stakeholders.

Acculturation of Entrepreneurship

Throughout their time at UiTM, students received thorough entrepreneurship acculturation from UiTM. A briefing on entrepreneurship is provided to new students, along with chances to take part in discussions, talks, and entrepreneurship carnivals. Three days of carnival activities were held concurrently on all state campuses, with the finale taking place at UiTM Shah Alam. Each campus has thousands of participants.

Workshop and Business Plan Competition

Regular business plan competitions are organized at the faculty. In June 2012, 42 students participated in the inaugural UiTM Blueprint Competition, showcasing ten ICT projects.

Entrepreneurship Clubs

The following programs and clubs are recommended for students to get involved in:

Technopreneur Club - all campuses;

Entrepreneurship Club - all campuses;

KEMUSA - all campuses;

MyAgrosis - all campuses; and

Ko-Siswa - all campuses. Furthermore, there are distinct and separate entrepreneurial clubs on branch campuses, such UiTM Kedah's Kelab Pemborong Perniagaan (Wholesaler Business Club).

Social Entrepreneurship Activities

Through social entrepreneurship, students work with underprivileged communities to enhance their

socioeconomic circumstances. The primary initiatives are: 1. Entrepreneur-Action-Us (ENACTUS): 12 initiatives across 7 campuses; 2. Women in Social Entrepreneurship (WISE): 400 students across 4 campuses; and 3. Sahabat Amanah Ikhtiar Malaysia (AIM): around 2000 students across 13 campuses are linked to single mothers who are entrepreneurs.

Entrepreneur Creation Programme

MASMED UiTM offers formal entrepreneur creation programs such as:

Tunas Mekar – trained 405 apprentices in 13 states;

STEP – trained 54 apprentices in 3 series;

GEDEP – trained 41 apprentices in 2 series;

AgroBest – trained 14 apprentices in agriculture entrepreneurship; and

Halal Scientific Executive Program – trained 25 apprentices to become entrepreneurs in Halal industry.

Digital Innovation Creativepreneur (DICE) 2023

Bank Rakyat Unipreneur 3.0 2023

Siswa program SPRII @ University UiTM edition 2023

Siswa Agropreneur activities 2023

The Agri-Food Tech Expo Asia (AFTEA) Singapore 2023

UiTM students Entrepreneurship Incubators 2023

Nescafe Hub 2023 Beautypreneur MASMED 2023

MBU Business outlet -THE UITM SHOP 2023

G.Tunas Mekar Program

The first and best graduate program in entrepreneurship in Malaysia, Tunas Mekar is a joint venture between UiTM and ICU-JPM (Implementation Coordination Unit-Prime Minister's Office). Over a thousand graduates have been trained by it thus far in Malaysia. Currently, 405 graduates from all 13 states as well as the Federal Territory are trained under Series 4. Among the nation's entrepreneurial programs, it may have the highest creation rate. All graduates from public and private universities are eligible to apply to the program.

H.Student Businesses on Campus

Students and recent graduates can rent business space from UiTM. Students and recent graduates operate more than half of the businesses on the Shah Alam campus. Furthermore, nine schools have seen the construction of K-Shoppe (MyAgrosis), while three campuses are home to K- Shoppe Ko-Siswa. The establishment of MASMED and the merging of several departments into one has centralized and goal-oriented the entrepreneurship activities. Tens of thousands of UiTM students' entrepreneurship acculturations advanced significantly during the most recent Association of Chartered Certified.

LITERATURE REVIEW

Entrepreneurship Education & Student Intention

Fauzi et al. (2025) conducted a quantitative study at UiTM Pulau Pinang, surveying 275 students, and found that structured entrepreneurship education significantly increases students' entrepreneurial intention—those exposed to formal training were 25% more likely to pursue entrepreneurship. Perceived feasibility and propensity to act emerged as strong predictors (Fauzi et al., 2025). Haron et al. (2022) focused on non-business students at UiTM Perak, demonstrating that entrepreneurship education, individual interest, and university support significantly influence entrepreneurial intention, suggesting wide applicability across disciplines.

METHODOLOGY

Research Design

This study adopts a **conceptual qualitative research design**, which is suitable for analyzing policy strategies and institutional frameworks without the need for primary data collection. The conceptual approach involves reviewing and synthesizing relevant literature, policy documents, and institutional reports to develop a framework that can guide effective graduate entrepreneurship strategies at UiTM.

Entrepreneurship Education & Business Performance

Mohd Zahari et al. (2020) investigated UiTM alumni engaged in business and found that curriculum quality and relational factors (mentorship, networks) significantly improved business performance, though institutional role had no direct impact. Aizuddin et al. (2021) reviewed entrepreneurship training programs among Malaysian entrepreneurs, including student populations, and concluded that such programs effectively improve **entrepreneurial and business skills**, increasing performance metrics.

Support Systems & Incubation

A national-scale "**Unicorn Scholar Programme (USP)**" at UiTM produced 16 start-ups in its first cohort and continues to expand into USP2.0 with 15 participants—highlighting the value of mentorship, industry partnerships, and incubator structures in fostering sustainable entrepreneurial outcomes. Valuable ecosystem support through **mentorship, incubators, and networking** is echoed in international studies (e.g., Iwu et al., 2021; Jones et al., 2021b), which show that university-supported ecosystems increase start-up creation and new venture competitiveness.

Strategic Policy & Institutional Planning

UiTM's **2025 Strategic Plan** targets 90% graduate employability, of which 10% are to be entrepreneurs. It emphasizes development through global exposure, incubator zones, and attachment to SMEs as core tactics. Comparative longitudinal analysis (Malecki et al., 2022) suggests that **evolving ecosystem elements—curriculum relevance, infrastructure, policy alignment—help motivate student entrepreneurship**, and that UiTM aligns well with OECD-based models.

Emerging Trends & Future Directions

New technological approaches, such as **AI-empowered scaffolding systems** for business plan development (Zhu & Luo, 2025), showcase an emerging trend where adaptive tech supplements entrepreneurship education—promising personalized learning yet retaining experiential mentoring. On a global scale, GenAI

and LLM integration into entrepreneurship education are advancing and expected to transform business model creation and skills development (Kusetogullari et al., 2025), indicating future methodological.

O. Methodological Approach

The research follows a desk research methodology supported by content analysis. It focuses on Reviewing existing national and university-level policies, examining relevant literature on graduate entrepreneurship and higher education strategies and Comparing best practices across similar institutions. This non-empirical approach allows the researcher to build a theoretically grounded model for improving graduate entrepreneurship outcomes

Data Sources

The study uses **secondary data** from the following sources:

Government policy documents:

E.g., Dasar Keusahawanan Nasional 2030 (National Entrepreneurship Policy), Ministry of Higher Education's

Entrepreneurship Action Plan, and Malaysia's Higher Education Blueprint.

University reports and strategies:

UiTM's strategic plans, annual reports from the Institute of Business Excellence (IBE), and programs under the Entrepreneurship Development Centre (EDC UiTM).

Academic journals and conceptual papers:

Peer-reviewed studies on graduate entrepreneurship, university support ecosystems, and entrepreneurship education from Scopus, Google Scholar, and UiTM institutional repositories.

Comparative studies and benchmarking documents:

Models and case studies from other public universities in Malaysia (e.g., UUM, UKM, USM) and ASEAN countries for comparative policy insights.

Data Collection Techniques

As a conceptual study, **no primary data collection** (e.g., surveys or interviews) is required. Instead, the research involves: **Systematic literature review** by identifying, selecting, and analyzing relevant academic publications from the past 5–10 years. **Document analysis** by examining relevant policy texts, strategic blueprints, institutional reports, and legal frameworks using qualitative coding.

Data Analysis

Thematic content analysis will be applied to the selected literature and documents. Key strategies and policies will be coded according to the following themes: Policy effectiveness, Institutional capacity and resources, Graduate support mechanisms, Curriculum design and entrepreneurship education, Innovation and start-up

readiness and Using **NVivo or manual coding**, the researcher will identify patterns and gaps in existing strategies and use them to develop a **proposed conceptual model** tailored for UiTM.

Conceptual Framework Development

Based on the data analysis, the paper will propose a **conceptual framework** that maps out:

Strategic policy domains (e.g., funding, mentorship, incubators)

Stakeholders (e.g., university administration, government, industry partners)

Graduate entrepreneurship outcomes

Ethical Considerations

Since no human subjects are involved, the study poses minimal ethical risks. However, the research will ensure that all data sources are properly cited, and all institutional documents are used in accordance with public access or permissions.

Limitations

The absence of primary data may limit real-time feedback from graduates or staff. The study is context-specific to UiTM and may not reflect conditions at all Malaysian universities. Strategic documents may be limited in availability or outdated.

IMPLICATION OF THE STUDY

Policy Development at the University Level

The study provides valuable insights that can inform the formulation and enhancement of entrepreneurship policies at UiTM. These policies may include the provision of seed funding, tax incentives, regulatory support, and institutional frameworks that encourage graduates to pursue business ventures.

Strengthening the Entrepreneurial Ecosystem within Higher Education

By analyzing UiTM's current support strategies, the study contributes to the broader goal of strengthening Malaysia's higher education entrepreneurial ecosystem. It promotes collaboration between academia, industry players, government agencies (such as MARA and SME Corp), and alumni networks.

Improvement of Entrepreneurship Education and Training

The findings may influence the redesign of UiTM's entrepreneurship curriculum to better align with real-world demands. This could involve incorporating digital tools, innovation labs, design thinking, and business model simulation activities to better prepare students for business life after graduation.

Contribution to National Economic Development

Graduate entrepreneurship is a key pillar in Malaysia's national development agenda. This study supports initiatives such as the **Dasar Keusahawanan Nasional 2030 (DKN 2030)** by offering strategies that can reduce graduate unemployment and stimulate the growth of micro, small, and medium-sized enterprises (MSMEs).

Replication and Benchmarking by Other Institutions

The conceptual framework developed in this paper can be used by other Malaysian universities—particularly

those under the Ministry of Higher Education—asa benchmark for creating or refining their own graduate entrepreneurship support mechanisms.

CONCLUSION

The field of entrepreneurship education is expanding quickly right now. University curricula on entrepreneurship have developed from small business management courses to comprehensive programs at several universities. Even while these schools are finding it difficult to give up their traditional orientations, efforts are being made to provide more relevant courses that will also appeal to students who might not normally enroll in typical business university programs. Recognizing that entrepreneurship can and should be a crucial component of business, government, sociology, and history classes requires a great deal of work. Greater self-employment, entrepreneurship, and employability in general can all be aided by higher education. It can raise the likelihood of certain kinds of outcomes occurring, but it cannot guarantee the outcomes. Higher education is not the story's conclusion either. Over the course of a person's working life, employability and entrepreneurship need to be regularly renewed. Young grads may decide to work for a few years to obtain experience before starting their own firm. It is believed that higher education in Malaysia has a good, self-sustaining function in fostering entrepreneurial education. This helps to battle unemployment. Though teaching entrepreneurship at higher education institutions can result in a number of the issues raised leading to lower unemployment rates.

Theoretical and Contextual Contribution

There should be a program that trains Malaysian adolescents in the act of entrepreneurship. Entrepreneurial development courses should be incorporated into the curricula of all higher education institutions and used as a platform. They should be proactive and pragmatic. Next The federal government should expedite and stabilize the power sector changes in order to boost entrepreneurial activities in the country, as power is a crucial factor in the economy in terms of company activity. The government's efforts to promote business development will not eliminate unemployment among young people or recent graduates. To address the unemployment issue, both the public and private sectors must work together. This partnership aims to reduce unemployment through business growth.

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