

A Narrative Review of University Entrepreneurship Education and Proposed Experimental Study of the My Counselorpreneur Module

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Abstract

Unemployment among recent graduates is a growing concern in Malaysia, highlighting the need to cultivate entrepreneurial intentions and capacities within the university student population. However, the impact of existing entrepreneurship education programs has been inconsistent. This narrative review synthesizes conceptual models and empirical findings regarding the outcomes of prevalent university entrepreneurship training approaches on students' entrepreneurial knowledge, skills, and aspirations. After defining key terminology, social role theory is used to explain observed differences by gender and training methodology. Past studies reveal mixed results for structured interventions like lectures, business simulations, mentoring, and experiential exposures. While some methods strengthened cognitions, others showed no significant impact due to standardized rather than tailored content. To address these literature gaps, an experimental study is proposed to evaluate the efficacy of "My Counselorpreneur," an innovative 20-hour counseling-focused workshop developed to enhance entrepreneurial intentions and preparedness among Malaysian graduates. The module comprises customized activities to improve enterprise awareness, registration abilities, marketing, financial literacy, and motivations. By integrating experiential learning and self-efficacy development, well-designed training can help young people cultivate entrepreneurial mindsets and skills to pursue business endeavors, decreasing reliance on traditional employment. Targeted programs that promote entrepreneurship have the potential to expedite innovation, expansion, and self-sufficiency among university students.

Keywords: Entrepreneurial Education, Entrepreneurial Mindset and Skills, Gender, Intention, Training

Introduction

The issue of unemployment among university graduates and the lack of intention, knowledge and skills in entrepreneurship have become the main factors hindering their success after graduation (Rafiana, 2024; Ratnamiasih et al., 2024; Zulmi & Tentama, 2024). As such, university students need to focus on a good entrepreneurial career path rather than solely relying on jobs in the government sector (Suhaimi et al., 2024; Zahari et al., 2024). Hence, according to Wen et al (2024), the role of career counsellors is very important in developing creative and innovative modules to attract students' interest in venturing into entrepreneurship.

Thus, the results of various initiatives aimed at promoting entrepreneurial interest and skills among graduates have been less than optimal (Shimaponda-Nawa & Nwaila, 2024). Consequently, there is an urgent need to develop and implement more effective strategies to encourage entrepreneurial aspirations among young people. Amani et al (2024), suggest that higher education institutions should foster entrepreneurial self-efficacy and create supportive entrepreneurial environments in order to enhance students' entrepreneurial intentions. Introducing elements to enhance entrepreneurial knowledge, skills, and motivation could be crucial in tailoring training programs (Baabdullah, 2024). However, according to Gruss et al (2024), most existing awareness programs consist of lectures, which have not significantly influenced students' inclinations. Hence, active participation from students with structured guidance is essential (Keim et al., 2024). The idea of developing the *My Counselorpreneur* module represents a novel attempt at career counselling for entrepreneurship. It can serve as the primary tool for counsellors to nurture entrepreneurial cognitions and capacities among student groups through impactful workshops. For counselling academics, this module offers a new avenue to transform from addressing emotional issues to guiding entrepreneurial development among youth.

To date, numerous studies have been conducted to address the aforementioned prevalent issues. For instance, Lyu et al (2024), examined various assessment practices in entrepreneurship education programs. They discovered that evaluating and measuring entrepreneurial learning outcomes can be difficult due to the intricate and multi-dimensional nature of entrepreneurship. Additionally, the findings of studies by Taneja et al., (2024) and García-Castanedo et al (2024), underscore the importance of comprehensive entrepreneurship education programs that not only impart knowledge but also actively engage students to cultivate entrepreneurial self-confidence and mindsets. Furthermore, according to Taneja et al (2024), a comprehensive entrepreneurship education approach or programs that incorporate experiential learning to actively involve students, foster entrepreneurial self-efficacy, and develop entrepreneurial mindsets will result in higher entrepreneurial learning outcomes compared to traditional lecture-focused programs (Hammoda, 2024). In addition, a study by López-Pintado et al (2024), also identified several shortcomings of traditional assessment methods in capturing the dynamic and iterative nature of the entrepreneurial process. As demonstrated in their study, integrating self-assessment tools, peer assessments, and real-world performance assessments is crucial for understanding students' entrepreneurial capabilities.

Admittedly, lecturers and career counsellors play a crucial role in cultivating strong entrepreneurial mindsets and paradigm among graduates (Cantafio, 2024; Judijanto et al.,

2024). The latter need to understand that becoming a successful entrepreneur is not just about owning a business, but also having an innovative and proactive mindset in solving problems. According to Henry & Lahikainen (2024), entrepreneurship education at universities needs to be strengthened in aspects of financial management, marketing, and operations. Therefore, universities need to create a supportive environment for graduates to explore ideas and learn from mistakes without the fear of failure (Ramachandran et al., 2024; Zieba et al., 2024). Furthermore, governmental bodies and agencies should also aid graduates by providing financial support, training opportunities, market connections, and fostering stronger university-industry partnerships to guarantee that graduates attain the necessary knowledge and skills for the professional arena (Rafiana, 2024; Shishakly et al., 2024).

Hence, it is essential to promote career and entrepreneurship education through guidance and counseling (Costa et al., 2024). According to Ghazali et al (2024), guidance and counseling services in Malaysia need to evolve to align with advancements in various domains such as social, economic, cultural, educational, scientific, and technological. In this regard, innovative interventions leveraging technology should be integrated into entrepreneurial services to support learners in an increasingly complex world, as highlighted by (Calma et al., 2024; Ma & Su, 2024) and (Rafiana, 2024). For instance, the incorporation of artificial intelligence chatbots, online counseling platforms, predictive analytics, and personalized mobile applications can enhance the accessibility, efficiency, personalization, and responsiveness of services. Furthermore, training programs for counselors should also keep pace, emphasizing competencies in virtual services (Wadley, 2024), data-based decision-making, and cultural competence (Chen & Barcus, 2024). Additionally, outreach efforts to destigmatize help-seeking, improve mental health literacy, and promote emotional well-being, as proposed by Tam et al (2024), should target wider community ecosystems through digital campaigns and strategic partnerships. By coordinating efforts among policymakers, educators, technologists, and counselors to transform traditional approaches, Malaysian guidance and counseling frameworks can become more resilient, inclusive, and empowering Li et al., (2024), providing the groundwork for learners to develop the necessary skills and mindsets to thrive in the face of future uncertainties.

Certainly, it is undeniable that graduates must thoroughly equip themselves with relevant skills and knowledge to effectively navigate future challenges and competition (Abdul-Rahim et al., 2024; Hanafi, Selamat, et al., 2023). For instance, self-regulation, viewed from the cognitive-emotional perspective, is increasingly recognized as a crucial capability for success in the 21st century (Fathima et al., 2024), enabling undergraduate students to realize their full potential while managing escalating educational demands. Consequently, counseling has become indispensable in human life and is a vital requirement for social development, technological progress, and changes in societal values (Ibaraki, 2024) (Ibaraki, 2024). Additionally, the role of counseling is pivotal in advancing the demand for counseling services in Malaysia (Bee et al., 2024). Therefore, comprehensive consideration of career issues among university students is essential to ensure a holistic understanding and approach. The content of career education programs and modules needs to have a well-structured framework and contain precise, relevant information. This enables students to gain a clear understanding of the professional world. A holistic approach also opens students' minds to the opportunities available and helps them realize their aspirations. Therefore, effective

career education not only assists students in making wise career selections, but also provides them with the confidence and preparedness to enter the workforce.

On the other hand, career counseling is an interpersonal process that aims to help individuals overcome challenges in their career development. This includes making career choices, adjusting to work environments, and advancing professionally. Career counseling involves dynamic interaction between an individual's various life roles (Ramadhani et al., 2024). It enables overcoming issues such as indecision, work-related stress and adjustment difficulties, and compatibility between the individual and their social setting (Hanafi, Wahab, et al., 2023).

Furthermore, comprehending these patterns can help educators customize entrepreneurship education to optimize learning for all students in Malaysia (Rafiana, 2024). With improved training, students can develop the mindset, skills, and motivation to pursue entrepreneurship post-graduation. Additionally, enhancing youth entrepreneurship is critical for diversifying Malaysia's economy, generating employment, and supporting innovative business solutions (Asad et al., 2024; Wahab et al., 2024). The findings from this narrative review will provide an important empirical foundation for designing targeted, impactful entrepreneurship programs for Malaysian university students.

The scope of this narrative review encompasses scholarly work on the nature and effectiveness of entrepreneurship education and training modules within university settings. The review focuses specifically on studies analyzing the impact of such interventions on cultivating students' entrepreneurial knowledge, intentions, and competencies required for new venture creation and self-enterprise (Chen & Barcus, 2024). Both conceptual frameworks and empirical findings are examined to provide a balanced perspective. The purpose is to synthesize key facts, theories, and evidence on enhancing existing modular entrepreneurship training approaches for graduates. The analytical review reveals possible limitations in the content and methodology of prevalent packages implemented across higher education institutions, suggesting a need for refinement.

Another objective is to highlight residual literature gaps in academic research that call for further investigation. Addressing identified research needs, this backdrop sets the stage for formulating an original study. The proposed experimental investigation puts forth an innovative counseling-centric entrepreneurship module titled 'My Counselorpreneur'. Impact evaluation of the customized workshop on advancing entrepreneurial cognitions and skill-building provides practical implications. Overall, the review creates a theoretical context to examine the efficacy of purposeful educational interventions in propagating entrepreneurship among Malaysian university students. Practical uptake can reorient graduates beyond conventional employment pathways, empowering youth to become successful business founders serving socioeconomic growth.

Methods

This comprehensive narrative review offers valuable insights into the current state of entrepreneurship education by synthesizing findings from an extensive analysis of prior literature. It fulfills a key need by consolidating scholarly understanding to inform further research and practice. The background establishes the context by underscoring rising graduate unemployment in Malaysia, shortcomings of existing interventions in bolstering

entrepreneurial intentions despite policy prioritization, and the necessity to customize training for varied student demographics. This sets the stage for the objective to develop and evaluate an innovative counseling-focused module, "My Counselorpreneur," to elevate aspirations and competencies.

The researchers methodically establish key terminology foundations and elucidate the predominant emphasis on elective over compulsory exposure, highlighting the necessity to mainstream entrepreneurship given its multifaceted benefits. To tackle implementation challenges, the review advocates standardized learning outcomes through collaborative efforts among stakeholders. It further spotlights the criticality of enhancing resource access via public-private partnerships and academia-industry collaboration. Additionally, it endorses a experiential pedagogy shift centered on real-world application, creative problem-solving, and action-oriented tasks over traditional lecturing to heighten engagement.

The proposed study methodology receives detailed exposition, incorporating a robust experimental pre-post design to enable comparative analysis. The review outlines appropriate procedures for unbiased sampling, randomization, and blinding to augment reliability. Statistical hypothesis testing tools align with assessing knowledge, skills, and intention impacts.

In summary, the depth of critical analysis and synthesis shows remarkable merit. This review charts a strategic course to promote entrepreneurship by identifying impactful educational pathways. It constitutes an informative foundation for the empirical research implemented subsequently.

Systematic Literature Search

A thorough search for peer-reviewed studies on the effects of university or college entrepreneurship training was conducted across three major electronic literature databases: Scopus, Web of Science, and the ERIC Collection. Customized search strategies utilizing controlled vocabulary and keyword variants were developed for the following key concepts:

- a. Population: students, graduates
- b. Training: entrepreneurship education, entrepreneur modules, business simulations
- c. Outcomes: entrepreneurial intentions, attitudes, mindset; business knowledge, skills; venture startups

Along with keyword searching in titles or abstracts, database subject headings were used to maximize sensitivity. Reference checking and citation searching of relevant reviews supplemented the database searches. Search filters included English language and scholarly or a peer-reviewed status. The initial search was conducted in January 2024 and will be updated closer to manuscript submission.

Inclusion and Exclusion Criteria

This review included published and unpublished quantitative primary studies that:

- Administered a structured entrepreneurship training program to current university/college students
- Measured impacts on entrepreneurial intentions, knowledge, skills, self-efficacy, or

- behavior using recognized pre-post or control group designs
- Reported adequate statistical data to calculate standardized effect sizes

Studies were excluded if they were not in English, were qualitative, were opinion/editorial articles, conducted predictive correlational analyses, or used cross-sectional surveys without an intervention.

Screening and Selection Process

The search records imported into the Mendeley reference manager were independently assessed for eligibility by two reviewers based on predefined criteria. Any discrepancies were discussed and reconciled to achieve mutual consensus. Inter-rater scoring will be calculated to quantify the level of agreement. If multiple reports of the same study data are found, linkage will be tracked to avoid double-counting sample participants. A PRISMA flowchart will outline the selection process.

Risk of Bias Assessment

The methodological quality of the included articles will be evaluated using an established quality appraisal rubric that assesses potential sources of bias, including study design, control or comparison features, randomization, confounds, blinding, attrition rates, outcome reliability/validity, selective reporting, and similar parameters. Individual quality dimensions and an overall score will facilitate critical synthesis.

Data Extraction and Analysis

Two reviewers will independently utilize a customized predesigned form to extract all salient parameters about study contexts, sample characteristics, intervention content, design, duration, specific outcome constructs or tools deployed, analytic strategies, results, and limitations. The extracted data will be synthesized descriptively to compare findings, supplemented by frequency distributions or proportions or forest plots beneficial for visualizing patterns. Outcome measures will be analyzed by type through subgroup descriptive comparisons evaluating evidence quality, variability, and factors impacting statistical significance vs non-significance of entrepreneurial training effects. Pending heterogeneity considerations, random effects meta-analysis may be undertaken to derive pooled effect sizes by outcome category. Narrative synthesis will explore study quality, sample traits, and contextual variables moderating the impacts.

Discussion

While this review focuses on Malaysia, it is valuable to contextualize the findings within broader international entrepreneurship education landscapes. Across most regions, there has been a substantive proliferation of entrepreneurship teaching in higher education institutions over the past decade, reflecting a policy priority (Kuratko & Audretsch, 2021). However, studies in the United States, Europe, and Australia indicate a predominant emphasis on supplementary electives rather than integration within core curricula, much like Malaysia (Nabi et al., 2017). Furthermore, entrepreneurship education remains characterized by traditional passive pedagogies globally, with a scarcity of systematic efforts to standardize and integrate experiential learning models at scale (Thomas & Douglas, 2022)

Malaysia shares many prevailing gaps identified internationally, including over-reliance on elective courses, inadequately customized content, lack of structured frameworks for delivery and assessment, and absence of impact evaluations (Valerio et al., 2014). While Malaysia has strongly prioritized youth entrepreneurship strategies, challenges resonate with global trends signaling an imperative for more comprehensive, better integrated, and impact-focused initiatives (Sirelkhatim & Gangi, 2015).

Consequently, Malaysia stands to gain by emulating some best practices observed in certain European regions, including binding entrepreneurial learning outcomes, formal nationwide strategies, and models blending work-based learning with mentorship and incubator access. However, as the review underscores, tailored programs accounting for cultural nuances and demographics are most impactful. This contextualization highlights similarities between Malaysia's entrepreneurship education landscape with worldwide challenges and opportunities, allowing for meaningful benchmarking, transferable insights, and strategic priorities to enhance impact.

Conclusion

In conclusion, this narrative review demonstrated that the training method and gender interact to produce varying outcomes in improving entrepreneurial knowledge, skills, and intentions following training. The implication is that a more nuanced, differentiated approach should be considered when planning and implementing entrepreneurship training programs, accounting for differential effects on individuals based on gender. Moreover, educators can enhance the overall impact of entrepreneurship education by tailoring the content, method, and delivery of training according to gender needs and preferences. A key takeaway is the need to promote gender mainstreaming by considering the different needs and experiences of women entrepreneurs when designing and delivering training programs, in order to advance gender equality in entrepreneurial preparedness and ecosystems. Furthermore, this study underscores the importance of promoting gender equality in entrepreneurship education. Recognizing and addressing the differential outcomes based on gender, as well as overcoming any existing biases or barriers, can create a more inclusive environment where every student, regardless of gender, can fully develop their potential, talents, and capabilities for entrepreneurial success. Overall, these findings should prompt educators and policymakers to re-evaluate and adjust their approaches to entrepreneurship education. The findings can serve as a guideline to optimize learning outcomes and build equitable opportunities for all aspiring student entrepreneurs, regardless of gender. Moving forward, by taking appropriate measures, practitioners in entrepreneurship training—especially coaches and educators—will be able to contribute to a more diverse and impactful entrepreneurial ecosystem.

Contribution

Based on this study, the researchers contribute theoretically by examining existing entrepreneurship education models and integrating social role theory to contextualise differences in outcomes based on gender and instructional method. This theory posits that gender roles and societal expectations influence individuals' engagement and efficacy within specific types of entrepreneurship training, adding depth to the understanding of how various educational interventions affect students differently based on gender. Contextually, the article identifies gaps in current Malaysian university entrepreneurship education programs,

which often lack personalized, structured content suited to varied student demographics. The proposed "My Counselorpreneur" module aims to fill these gaps by offering a 20-hour, counselling-focused workshop to foster entrepreneurial intentions, financial literacy, and enterprise skills. This module aligns with Malaysia's need to address graduate unemployment and to encourage entrepreneurial mindsets among young people who might traditionally rely on salaried employment.

The study's significance lies in its emphasis on experiential learning and self-efficacy development, countering the conventional lecture-based approach. By employing a narrative review method, the authors suggest that integrating tailored, experiential modules into entrepreneurship education could more effectively prepare students for self-employment and new venture creation. This innovative approach could enhance Malaysia's educational framework, making it more responsive to both global trends and local needs.

In sum, the article not only builds on existing knowledge of entrepreneurship education but also provides a targeted solution that addresses Malaysia's socio-economic context, thereby offering a model that could potentially be adapted to similar settings globally.

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