“Legal Eagle” Entrepreneurship Education for Law Students: Special Reference to International Islamic University Malaysia

Zuhairah Ariff Abd Ghadas*, Herna Muslim and Zarinah Hamid

1Ahmad Ibrahim Kuliyyah of Laws, Civil Law Department, International Islamic University Malaysia, Jalan Gombak, 53100 Kuala Lumpur, Malaysia
2Kulliyyah of Economics and Management Sciences, International Islamic University Malaysia, Jalan Gombak, 53100 Kuala Lumpur, Malaysia

ABSTRACT

In Malaysia, entrepreneurship education in higher learning education is not new. The government has taken great efforts to transform the country’s economy into a knowledge-based one and entrepreneurs have been identified as one of the key elements to the development of the knowledge economy. Lots of funds have been allocated by the government to propagate the importance of graduates to become entrepreneurs and less dependent on employers. For the law graduates in Malaysia, the job opportunities are multi structured whereby they could either be in the judiciary, corporate and banking sectors or conduct private practice. In most circumstances, law graduates will be attached to private practices and this eventually will lead to most of them opening their own legal firms. Despite the nature of legal firms, lawyers cannot avoid the standard business practices such as preparing cash flow reports, the business and succession plans and audited account reports. There are also many lawyers who set up businesses of different natures rather than legal, such as construction and trading companies. As such, it is highly perceived that business skills are also important to law undergraduates in preparing them for life after graduation. One of the ways to do this is through entrepreneurship education. This paper intends to discuss the perception and reception of law students on entrepreneurship education/skills. A quantitative research methodology is adopted to identify the level of interest and/or willingness of law undergraduates at the Faculty of Laws, International Islamic University Malaysia to learn entrepreneurial skills and to be involved in business once they graduate.

Keywords: Entrepreneurship education, entrepreneurial skills, law students, Malaysian Higher Learning Institution
INTRODUCTION

The increasing number of public and private institutions in Malaysia has stimulated the graduate population growth. As the number of graduates exceeds the market demand, the unemployment rate of fresh graduates also increase. This is due to the lack of job opportunities available (Ismail, 2011). Thus, entrepreneurship seems to be one of the solutions to reduce the dependency of graduates to be employed. In order to become entrepreneurs, the students need entrepreneurship education to acquire the entrepreneurial skills especially on how to launch a new venture (Lebusa, 2011).

In the U.S., entrepreneurship education has been introduced since 1938 with the development of applied education in entrepreneurship. The “small business or entrepreneurship development” course was offered by the University of Illinois prior to 1953 while the University of South Dakota offered the course in 1954. The first course in entrepreneurship was introduced by Dwight Baumann, an engineering professor at MIT in 1958. By the end of 1960s, entrepreneurship education has been disseminated throughout the world (McMullan and Long, 1987). It was reported that, approximately 25 higher learning institutions in the U.S. were offering entrepreneurship courses by 1970, while in 1980, the number tremendously increased to more than 150 institutions (McMullan and Long, 1987; Lautenschläger and Haase, 2011). In 1985, the demand for entrepreneurship education had increased continuously, where there were 245 institutions of higher education with 253 schools offering entrepreneurship courses found in U.S. (McMullan and Long, 1987). By early 1990s, the importance of entrepreneurship education became highly significant in the European, Asian, and African institutions (Frederick et. al., 2007; Zakaria et. al., 2011).

The awareness on the importance of entrepreneurial education has triggered policy initiatives like Higher Education Innovation Funds (HEIF), Cambridge-Massachusetts Initiative (CMI), Higher Education Academy (HEA) Subject Centres, National Council for Graduate Entrepreneurship (NCGE), Enterprise Insight (EI), and so on to increase the number of institutions offering entrepreneurship programs (Gstraunthaler and Hendry, 2011). Furthermore, the research in this field also has been developed with at least 45 refereed academic journals made available which are related to enterprise and entrepreneurship. In fact, entrepreneurial education has also triggered the interest of non-business institutions whereby, new kinds of ‘e-ship’ like music entrepreneurship, nutrition entrepreneurship, statistics entrepreneurship, nursing entrepreneurship, and engineering entrepreneurship have been launched by campuses outside the Business schools (Frederick et. al., 2007).

In Malaysia, the development of entrepreneurship education can be traced to the pre-independence period. During the colonialisation of British in Malaya, the economic activity was segregated according to racial lines, where the Indian migrant workers worked in the rubber
plantation, Chinese in tin mines with some in trading, and Malays in the low income agricultural sector. This was to facilitate the administrative operation of the British. Upon independence, Malays as Bumiputera were given “special rights” in the form of religion, economics, and politics in order to upgrade their economic status and subsequently achieve an equitable society. However, these “special rights” did not manage to reduce the economic inequality between the Malays and other races mainly the Chinese, so the New Economic Policy (NEP) was introduced in 1970. The NEP was mainly instituted with three main objectives; to increase the ownership and participation of the Bumiputeras in the corporate sector, to increase participation of Bumiputeras in high-income occupations, and to reduce the income gap as well as alleviate poverty (Ariff and Yanti, 2002).

The government also established a Bumiputera Commercial and Industrial Community (BCIC) in order to produce more entrepreneurs and professionals among Bumiputeras (Ariff and Yanti, 2002; Ninth Malaysia Plan, 2006). In the last decade of the 1990s, various entrepreneurship programmes and initiatives such as the National Development Policy (1990-2000), Vision 2020 and the New Economic Model (NEM) which are not confined to Bumiputeras only have been implemented by Malaysian government in order to train and develop a self reliant nation to face the challenges brought on by globalization and the uncertain economic environment (Othman et. al., 2012). This is an important agenda as globalization has intensified the economic competitiveness among countries and slowly transformed the nation towards the knowledge economy (Zakaria et. al., 2011).

The transformation to knowledge economy is needful for Higher Education Institutions (HEIs) to play an important role in providing entrepreneurship education for the development of entrepreneurial attitudes and skills among the youths (Zakaria et. al., 2011; Keat et. al., 2011). The participation of the younger generation in entrepreneurship could encourage them to become job creators rather than job seekers upon their graduation (Zakaria et. al., 2011 as cited in Jesselyn and Michell, 2006). In fact, According to Chan et. al., (2009), in the case of Malaysia, the youths who choose entrepreneurship careers tend to survive unemployment during the economic crisis. As such, it is perceived that entrepreneurship courses should not be taught to business students only. This is due to the fact that, many great ideas are developed by those from non-business majors (Frederick et. al., 2007).

ENTREPRENEURSHIP EDUCATION

According to Jones et. al..(2004), entrepreneurial education refers “to the process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on them” (p.146). Referring to McMullan and Long (1987); Garavan and O’Cinneide (1994), one of the major problems of entrepreneurship education is
the lack of standardization in the program syllabus. The content of entrepreneurship education and program varies based on the personal preference of the trainer on the definition and scope of the entrepreneurship. The variation basically stems from the lack of consensus in defining the meaning of ‘entrepreneur’. Moreover, Lautenschläger and Haase (2011) highlighted that the disparity also appears in terms of objectives, content, pedagogy as well as supply and expectation of entrepreneurial education itself.

Lautenschläger and Haase (2011) emphasize the economic and social goal of the entrepreneurship education because these objectives will reflect the teaching method and structure of entrepreneurship courses. According to Jones and English (2004), the curriculum should fulfill two objectives, namely personal and enterprise development objectives. The personal development objectives basically focus on the nurturing of entrepreneurial skills and perspective of students, whereby the students have to compare the ideal concept of an entrepreneur with the skills and attitudes that they possess. Meanwhile, the enterprise development is focusing on how to identify the opportunity, the process of venturing into new businesses (developing strategy, creating business plan, looking for capital, etc), as well as harvesting strategy. More importantly, these objectives need to be operated simultaneously. On the other hand, Heinonen and Poikkijoki (2006) have identified three objectives that should be part of the entrepreneurial curriculum, namely; learn to understand entrepreneurship, learn to become entrepreneurial, and learn to become an entrepreneur. Lebusa (2011) identified two major objectives from fifteen leading U.S. entrepreneurship programs, which are to increase the student’s awareness and understanding of entrepreneurship as a process as well as a career option. From these objectives, Lebusa (2011) as cited in Jamieson (1984) has proposed a three-category framework:

1. **Education about enterprise**: Deals mostly with awareness creation, and has the specific objective of educating students on various aspects of setting up and running a business mostly from a theoretical perspective.

2. **Education for enterprise**: Deals more with the preparation of aspiring entrepreneurs for a career in self-employment with the specific objective of encouraging participants to set-up and run their own business.

3. **Education in enterprise**: Deals mainly with management training for established entrepreneurs and focuses on ensuring the growth and future development of the business.

The above discussion highlights that one of the needs of entrepreneurship education is for the Higher Education Institutions to develop the entrepreneurial capacities and mindsets of students through the programs that can develop and sharpen their skills of identifying and exploiting opportunities as well as training them to set up a businesses and manage their
growth. The entrepreneurial skills should nurture the student’s ability to solve the problem innovatively, instill creativity and self-confidence, as well as encourage high readiness for changes (Lebusa, 2011).

The success of entrepreneurial education is highly dependent on the teaching technique applied in the entrepreneurship programmes. Frederick *et al.* (2007) show discontentment towards the teaching techniques and the evaluation process of the entrepreneurship course which have been practiced by the typical university-based business schools. The business schools are seen only eaching students how to be employed and not to be employers (Frederick *et al.*, 2007) because too much attention is given to qualitative and corporate techniques (Jones and English, 2004) rather than human beings as a whole (Heinonen and Poikkijoki, 2006). According to Heinonen and Poikkijoki (2006), the concentration towards human beings as a whole should be included in the entrepreneurship education because it involves the integration of knowledge (science), skills, and behaviour (art).

Heinonen and Poikkijoki (2006) and Shariff *et al.* (2011) urge educators to apply the learning enterprises approach which is hands-on experience or action based oriented as their teaching methodology and to pay special attention to incorporating experience, skill and knowledge instead of just the conventional approach which is teacher-centered learning. Keat *et al.* (2011) argued that, the main problem of the teacher-centered approach which is predominantly implemented by most universities in Malaysia is the lack of personal entrepreneurial experience of the entrepreneurship lecturers themselves. The lack of involvement in real business has made it difficult for them to relate theory with real issues in entrepreneurial matters especially those related to the induction of ventures. Thus, action-based methods are believed to encourage problem solving, creativity, innovation (Jones and English, 2004; Lautenschläger and Haase, 2011) and are considered very much helpful in peer evaluation (Jones and English, 2004). In fact, students can get experiential learning only when they apply those concepts like leadership, management, and accounting into real-life practice. Besides, the trial and error during this process will help them clearly understand the concept in the classroom (Gstraunthaler and Hendry, 2011).

Heinonen and Poikkijoki (2006) also promote the entrepreneurial-directed approach as one of the teaching techniques in entrepreneurial education. This technique refers to the co-learning between teachers and students, where “the student has ownership of her or his learning and the teacher acts as a supporter and facilitator of the process” (Heinonen and Poikkikoji, 2006, p.85). According to them, the integration of the entrepreneurial process, experiential-learning process and entrepreneurial-directed approach enable the learning process of entrepreneurial behavior to be conducted in the class setting. In fact, based on Pihie and Sani’s (2009) research, it
has been found that, running a real business, visit to business locations, and interviews with entrepreneurs are the three techniques in entrepreneurial directed approach which are most preferred by students.

Other than that, the entrepreneurial internship programme also could stimulate the intention of students towards becoming an entrepreneur (Keat et al., 2011). The techniques and programmes are seen to be effective as they expose students to the nature and practice of the real business industry. In addition, the skills and the high level of self efficacy from the experience of those activities will motivate students to start their own business (Pihie and Sani, 2009).

ENTREPRENEURSHIP EDUCATION IN MALAYSIAN HIGHER LEARNING INSTITUTION

In the Multi Media University (MMU), to nurture the entrepreneurship attitude and skills among the students, the entrepreneurship course is offered by the programme called Bachelor of Multimedia (Media Innovation and Entrepreneurship. In fact, all MMU students regardless of their course have to take the “Introduction to Cyberpreneurship” subject. Universiti Utara Malaysia (UUM) also offers courses to motivate students towards becoming entrepreneurs, namely; the Student Enterprise Program (SEP), Bachelor of Entrepreneurship (a degree program), Basic Entrepreneurship Course and Co-Curricular Entrepreneurship activities (Faudziah and Habshah, 2006). The entrepreneurship programme at UUM is quite different because it merges several entrepreneurship processes into one programme. The entrepreneurship processes include “the environmental influences and the processes of planning, researching, and developing entrepreneurial education and training” (Zakaria et al., 2011). Similar to UUM, Universiti Tenaga Nasional, also offers a degree in entrepreneurship in its Bachelor program. In Universiti Putra Malaysia (UPM), the entrepreneurship course is offered in its Bachelor of Business Administration Programme, whilst in Universiti Malaya (UM), the course is offered under the Department of Business Strategy and Policy. Other Higher Education Institutions in Malaysia generally offer the entrepreneurship course in the Master of Business Administration (MBA) programmes (Faudziah & Habshah, 2006).

METHODOLOGY

The total respondents in this study is 114 and they consist of third year and final year law students from Ahmad Ibrahim Kuliyyah of Laws. The law students have been chosen because many of them will be involved in private corporate and companies which relate to entrepreneurship after they graduate. In fact, as the number of clients of firms grew and their experience expands, many of the lawyers end up opening their own companies. The respondents comprise 38 male students and 76 female students. Local students represent the majority of the total respondents (95.6%), while the international students only cover 4.4% of the total sample.
The study is based on a survey conducted in 2011. The data from the survey questionnaire is analyzed using SPSS version 18. It is based on five hypotheses namely:

- The law students who have interest to learn entrepreneurship skills tend to be entrepreneurs after they graduate.
- The law students who are involved in entrepreneurial programs either by IIUM or outside IIUM tend to be entrepreneurs after they graduate.
- The law students who want to be entrepreneurs tend to support the entrepreneurship education taught at the University.
- The law students who have interest in entrepreneurial skills tend to support the entrepreneurship education taught at the University.
- The law students who are involved in entrepreneurial programs tend to support the entrepreneurship education taught at the University.

THE SURVEY

The study employed a descriptive research design in which the self-administered questionnaires were conducted on students from Ahmad Ibrahim Kuliyyah of Laws, IIUM between September and October 2011. The data was gathered using the convenience random sampling where the questionnaires were distributed during the end of the class. The students were given 10 to 15 minutes to fill up the survey. The sample consists of 114 students in which 38 of them were male (33.3%) and 76 were female (66.7%). They varied from third year students which is 51.8% (59 students) and final year students, 48.2% (55 students). In terms of nationality, most of the students surveyed were locals (95.6%) whilst the International students represented only 4.4% of the total sample. The data was then analyzed using the Cross tabulation test.

The questionnaire was adapted mainly from Pihie (2009) and Pihie and Sani (2009). However, it has been simplified because at this preliminary stage, the objective is just to get the general idea of the perception and reception of non-business students particularly law students on entrepreneurship and entrepreneurship education.

The questionnaire utilized open ended questions as well as close ended questions particularly dichotomous and nominal polytomous type of questions. It was constructed based on 11 questions which measured the demographic of students, the involvement of students in the entrepreneurial programme, the interest of students to have careers as entrepreneurs after graduation, the reception of students to entrepreneurship education being introduced in the University, the interest of students towards learning entrepreneurial skills, and the student’s preference on the types of entrepreneurial courses and the techniques in learning entrepreneurial skills.
THE FINDINGS

It is expected that the students who are interested to be entrepreneurs will be more aware about entrepreneurial skills since they will look for entrepreneurial knowledge and equip themselves with necessary entrepreneurial skills before they enter the real business world. Table 1 indicates the percentage of students’ interest in entrepreneurial skills and their interest to be entrepreneurs after graduation. It is shown that, from 96 students who are interested in entrepreneurship skills, 81% of them are willing to be involved in business after their graduation. Indeed, for those who have no interest in entrepreneurship skills, only 11% of them have planned to be involved in business after they have graduated. This suggests that the students who have planned to be entrepreneurs after they graduate are highly aware about the importance of acquiring entrepreneurial skills.

The bar chart in fig.1 shows that, financial incentives are the main reasons for students choosing entrepreneurship as a career. About 41.2% students believe that being entrepreneur is the only way they can gain more income and the fastest way to be rich. However, for some students, the purpose to be involved in business is to be self employed (13.2%) where they can make decisions freely without being controlled by any authority. Moreover, family also plays a vital role in shaping the entrepreneurship interest within the students themselves (4.4%). Basically, the students with business oriented families have the tendency to become entrepreneurs since

---

TABLE 1
The Percentage of students’ interest in entrepreneurial skills and the interest to be entrepreneurs after graduation

<table>
<thead>
<tr>
<th></th>
<th>Want to be Entrepreneurs</th>
<th>Refuse to be Entrepreneurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interested in Entrepreneurial Skills</td>
<td>78 (81%)</td>
<td>18 (19%)</td>
</tr>
<tr>
<td>Not Interested in Entrepreneurial Skills</td>
<td>2 (11%)</td>
<td>16 (89%)</td>
</tr>
</tbody>
</table>

---

Fig.1: Reasons for choosing entrepreneurship as career
they have to continue their family business. Other than that, there are also students who perceive a career in entrepreneurship as an interesting and challenging job through which they can gain experience, knowledge, and communication skills (3.3%).

Furthermore, the students awareness towards entrepreneurship is also determined through their involvement in entrepreneurship programs either by university or outside sources like Persatuan Usahawan Muda Malaysia (PUMM), Youth Entrepreneur Society (YES), Creative Entrepreneurs Association Malaysia (KREAM), and etc. Based on the data in table 2, it shows that 84% of students who are involved in entrepreneurship programs and 59% of students who were never involved in any entrepreneurship programs have the interest to pursue their career in business. Thus, it demonstrates that involvement in entrepreneurship programmes is not the only factor that drives students to pursue their career in business.

Even though the law students are in favor of being entrepreneurs (70%) as depicted in table 2, yet, only a few of them have ever attended the entrepreneurship programs. The bar chart in fig.2 shows that the number of students who are not involved in any entrepreneurship programs exceeds the number of students who have joined the programme by 12%. The lack of involvement of law students may due to the heavy academic workload that they have to carry throughout the semester. For law students, they have to complete a minimum 151 credit hours (for civil stream) and a minimum 161 credit hours (for Shariah stream). The workload is much higher as compared to the total credit hours that students in economics, business, and

<table>
<thead>
<tr>
<th>TABLE 2</th>
<th>Students involvement in entrepreneurship programs and the interest to be entrepreneurs after graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involved</td>
<td>Interested to be Entrepreneurs</td>
</tr>
<tr>
<td>Not Involved</td>
<td>Interested to be Entrepreneurs</td>
</tr>
<tr>
<td>Total</td>
<td>Interested to be Entrepreneurs</td>
</tr>
</tbody>
</table>

Fig.2: Students involvement in entrepreneurship programs
ICT have to fulfill (130-140 credit hours). Besides, the nature of the entrepreneurship program itself may not suit their interest.

Despite their lack of involvement in the entrepreneurship programs, most of them still believe that entrepreneurial education should be taught at the University. According to table 3, from a total of 114 law students, 83% agreed that entrepreneurship education be taught at the University while only 17% of them did not agree. The data in table 3 also shows that law students highly support that entrepreneurial education be taught at the university regardless of whether they are interested to be an entrepreneur (89%) or otherwise (71%). It exhibits their strong reception towards entrepreneurial education.

Table 4 presents the relationship between interest in entrepreneurial skills and the reception of entrepreneurial education. It shows that students who are interested in learning entrepreneurial skills (90%) tend to support that entrepreneurial education be taught at IIUM. Only 10% of them feel otherwise. These students may prefer to learn business skills on their own or from other short courses available outside IIUM. However, among those who have no interest in acquiring entrepreneurial skills, 50% of them support that entrepreneurial education be taught in IIUM. It shows their fair reception towards entrepreneurial education.

Table 5 shows that there is no correlation between students’ involvement in entrepreneurship programs and their support for entrepreneurial education. This is based on the findings whereby 88% of those who have been involved in entrepreneurship programs support entrepreneurial education. Surprisingly, 80% of those who have never been involved in the programs, give their support towards entrepreneurial education at IIUM. Perhaps the students could not attend the entrepreneurship programs due to limited access and lack of

<table>
<thead>
<tr>
<th>TABLE 3</th>
<th>Students planning to be entrepreneurs and their support towards entrepreneurial education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support The Entrepreneurial Education</td>
<td>Do Not Support The Entrepreneurial Education</td>
</tr>
<tr>
<td>Interested to be entrepreneurs</td>
<td>71 (89%)</td>
</tr>
<tr>
<td>Not Interested to be entrepreneurs</td>
<td>24 (71%)</td>
</tr>
<tr>
<td>Total</td>
<td>95 (83%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TABLE 4</th>
<th>Students interest towards entrepreneurial skills and their support towards entrepreneurial education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support The Entrepreneurial Education</td>
<td>Do Not Support The Entrepreneurial Education</td>
</tr>
<tr>
<td>Interested in entrepreneurial skills</td>
<td>86 (90%)</td>
</tr>
<tr>
<td>Not Interested in entrepreneurial skills</td>
<td>9 (50%)</td>
</tr>
<tr>
<td>Total</td>
<td>95 (83%)</td>
</tr>
</tbody>
</table>
publicity. Besides, it may also be due to the contents and nature of the programmes that do not suit the interest of students as well as the timing of the programmes which may not be compatible with the student’s schedule.

In order to identify which entrepreneurial courses are preferred by law students, five courses have been offered for them to choose, namely; how to set up business, financial management, taxation, consumer behavior, and decision making. They are allowed to choose more than one course and as a result, a total of 337 responses have been received. Based on the bar chart in Fig.3, the three most preferred entrepreneurial courses chosen by the law students are; financial management (27%), how to set up business (23.4%), and decision making (20.2%). These three courses are basically the essential knowledge needed to run any business. The least preferred choice is consumer behavior which received 14% responses.

Without good teaching techniques, it is difficult for entrepreneurship education to succeed. Therefore, the questionnaire had a question related to teaching techniques and students were asked to identify which method was the most preferred one by law students. The techniques included workshops, running a real business, site visits, lectures/presentations, interviews with entrepreneur, and talks by entrepreneurs. From 317 total responses received, it was found that the major techniques preferred by law students include running a real business (24.6%) followed by workshops.

<table>
<thead>
<tr>
<th></th>
<th>Support The Entrepreneurial Education</th>
<th>Do Not Support The Entrepreneurial Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involved</td>
<td>44 (88%)</td>
<td>6 (12%)</td>
</tr>
<tr>
<td>Not Involved</td>
<td>51 (80%)</td>
<td>13 (20%)</td>
</tr>
<tr>
<td>Total</td>
<td>95 (83%)</td>
<td>19 (17%)</td>
</tr>
</tbody>
</table>

Fig.3: Students entrepreneurial courses preferences
(23.7%), as revealed in fig.4. These two techniques basically have high level of practicality. Meanwhile, the teaching technique which is more theory based such as lectures or presentations is less preferred by the respondents and garnered only 8.8%. This is supported by Keat et al. (2011) who argued that, the main problem of teacher-centered approach which is predominantly implemented by most universities in Malaysia is the lack of personal entrepreneurial experience by the trainers/teachers themselves. The lack of involvement in real business has made it difficult to relate theory with the real issues in entrepreneurial matters especially the ones which relate to the induction of ventures. Fig.4 also shows that the least preferred technique is interviews with entrepreneurs (7.6%).

The five hypotheses were validated based on hypothesis testing of two population proportions. Table 6 summarizes the computed test statistic values and the decision that were arrived at with regards to these five hypotheses. Except for hypothesis 5 which could be retained at $\alpha = 12\%$, the first four hypotheses were validated based on the sample evidence at $\alpha = 1\%$.

<table>
<thead>
<tr>
<th>No.</th>
<th>Hypotheses</th>
<th>Test statistic $z$-value</th>
<th>Decision*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The law students who have interest to learn entrepreneurship skills tend to become an entrepreneur after they graduated</td>
<td>5.968987</td>
<td>Based on sample evidence, this hypothesis is validated</td>
</tr>
<tr>
<td>2</td>
<td>The law students who are involved in entrepreneurial programs either by IIUM or outside IIUM tend to be an entrepreneur</td>
<td>2.8518</td>
<td>Based on sample evidence, this hypothesis is validated</td>
</tr>
<tr>
<td>3</td>
<td>The law students who want to be entrepreneurs tend to support the entrepreneurship education taught at the University</td>
<td>2.3801</td>
<td>Based on sample evidence, this hypothesis is validated</td>
</tr>
<tr>
<td>4</td>
<td>The law students who have interest on entrepreneurial skills tend to support the entrepreneurship education taught at the University</td>
<td>4.1358</td>
<td>Based on sample evidence, this hypothesis is validated</td>
</tr>
<tr>
<td>5</td>
<td>The law students who are involved in entrepreneurial programs tend to support the entrepreneurship education taught at the University</td>
<td>1.1821</td>
<td>Based on sample evidence, this hypothesis is validated</td>
</tr>
</tbody>
</table>

*Test statistic $z$ is computed based on the following formula:

$$z = \frac{p_1 - p_2}{\sqrt{\frac{p_1(1-p_1)}{n_1} + \frac{p_2(1-p_2)}{n_2}}}$$

*For hypotheses 1 until 4, the level of significance is $\alpha = 1\%$ while for hypothesis 5, the level of significance is $\alpha = 12\%$ (since the $p$-value for hypothesis 5 is 0.1190)
CONCLUSION
In conclusion, the study showed that the law students who have interest in acquiring the entrepreneurial skills as well as those who are actively involved in entrepreneurial programs are inclined to become entrepreneurs after they graduate. Besides, the proposal to teach entrepreneurship education at IIUM was well received by the law students especially those who intend to become entrepreneurs, those who are willing to learn entrepreneurial skills, and those who are involved in entrepreneurial programs.

The discussion shows that entrepreneurial course should be integrated into the Kuliyyah of Laws courses as a subject or as an audit course since the students are aware of the importance of entrepreneurship knowledge in their life based on their business interest upon graduation. However, there is a lack of involvement in entrepreneurship programs by law students. This may be due to the nature, promotion, and the timing of the existing entrepreneurial programs.

Therefore, the content and teaching techniques of the current entrepreneurship program should be revised and improved to produce better entrepreneurship programs in the future. The high quality programs will produce successful entrepreneurs who will contribute towards the betterment of economic wellbeing in the future. In addition, entrepreneurial education should be continuously updated to reflect the current trend of the real business world.

REFERENCES


