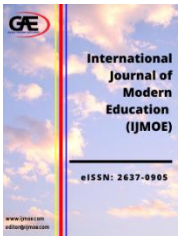
International Journal of Modern Education
EISSN: 2637-0905
IJMOE
Volume: 8 Issue: 31 (September 2026) PP. 2051-2066



INTERNATIONAL JOURNAL OF MODERN EDUCATION (IJMOE)
www.gaexcellence.com/ijmoe

FROM STRATEGY TO STUDENT IMPACT: INSTITUTIONAL TRANSFORMATION OF ENTREPRENEURIAL ACCOUNTING EDUCATION

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Article Info:

Article history:
Received date: 27.07.2026
Revised date: 25.08.2026
Accepted date: 20.09.2026
Published date: 30.09.2026

To cite this document:

Aris, N. A., Rashid, M. Z. A., & Irsham, M. I. M. (2026). From Strategy to Student Impact: Institutional Transformation of Entrepreneurial Accounting Education. *International Journal of Modern Education, 8*(31), 2051-2066.

DOI: 10.35631/IJMOE.831119

Abstract:

The market requires accounting graduates to have both technical expertise and entrepreneurial skills. Studies explaining how universities should transform to prepare students who are competent, innovative, and value-driven are limited. This paper explores the Faculty of Accountancy (FACT) at Universiti Teknologi MARA's successful journey in integrating entrepreneurial education into its organisational system. This longitudinal case study reviewed documentary evidence from institutional records over time, mapping the journey from planning to sustained practice using the ADLI (Approach-Deployment-Learning-Integration) framework. The findings show that entrepreneurial accounting education extends beyond the normal classroom syllabus. FACT builds a continuous and comprehensive educational ecosystem by establishing business incubators, running community financial literacy programs, partnering with alumni and industry leaders, and leading sustainability projects. The setup strengthened students' exposure to entrepreneurship while reinforcing institutional capability development and improvement. The study contributes a step-by-step model using a practical ADLI-based roadmap for HEIs' leaders. It proves that combining strategic governance and leadership with hands-on practice can successfully drive sustainable faculty-wide transformation.

Keyword:
Accounting Education, Entrepreneurial Learning, Institutional Transformation.

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 2051-2066

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Introduction

The accounting profession is refining its core competencies as rapid technological advancement, digitalisation, and shifting economic paradigms have caused accounting to redefine itself. Accounting graduates are now required to be proficient not only in technical accounting knowledge but also in broader capabilities including digital literacy, critical thinking, and entrepreneurial acumen (Al-Hattami, 2025; Chen, 2025). Employers look for graduates who can demonstrate not only technical competence but also adaptability, problem-solving abilities, and a capacity for continuous learning in response to dynamic industry demands (Moreira et al., 2020; Zhao & Yang, 2022).

Accounting education has long struggled to match industry demands on accounting graduates. The mismatch has left graduates in an awkward position, as the paper says they are qualified, but the employer says they are incompetent. As such, higher education institutions (HEIs) are reconsidering their pedagogical approaches and curriculum structures to ensure that graduates remain relevant and competitive. Despite the importance of technical mastery, employers consistently demand that digitally competent graduates have strong soft skills, strategic agility, and an entrepreneurial mindset (Dolce et al., 2020; Xu, 2024). Thus, the gap prompted accounting education to adopt more holistic approaches that integrate professional competencies with broader entrepreneurial capabilities.

In response, the Ministry of Higher Education (MOHE) established the Malaysian Education Blueprint 2015–2025 to guide the country's educational transformation. The focus is to develop well-rounded and capable students with practical industry skills and an innovative mindset. The aspiration to produce 'holistic, balanced and entrepreneurial graduates' (MOHE, 2015) therefore calls for accounting education to redefine the current program syllabus. Graduates must be equipped with technical mastery while also demonstrating intrapreneurial capabilities and developing innovative solutions to business challenges that heighten their value (He, 2023; Sarkar & Jena, 2022).

Entrepreneurial capabilities involve three important mechanisms – opportunity recognition and cognition, resource orchestration, and dynamic adaptation, envisioned to create a sustainable competitive advantage. Accounting graduates are expected to identify emerging opportunities with technological advancements, manage calculated risks, introduce innovative approaches, develop new services, enhance operational efficiency, and contribute to organisational growth (Kuratko et al., 2021; Daspit et al., 2023; Sarkar & Jena, 2022; Nyakuwanika, 2026). These competencies extend beyond conventional financial reporting and technical responsibilities. This entrepreneurial orientation is expected to broaden graduates' professional capabilities and

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 2051-2066

prepare them to contribute effectively to organisations operating in dynamic business environments (Manseur, 2024; Molaei et al., 2026).

Existing research on embedding an entrepreneurial mindset and capabilities within accounting and business disciplines is surprisingly limited (Daspit et al., 2023; Kuratko et al., 2021). Most research empirically measures individual entrepreneurial intentions, attitudes, or the immediate impacts of standalone entrepreneurship courses using psychological models such as the Theory of Planned Behaviour (Cui & Bell, 2022; Rehman et al., 2023; Sun et al., 2023). Other studies examine specific teaching interventions, vocational internships, or classroom simulations in isolation (Bell & Bell, 2020; Moreira et al., 2020; Zandra, 2025). Interestingly, few studies focus on the institutional-level processes of building, deploying, and sustaining as an integrated entrepreneurial ecosystem (Charrón Vías & Rivera-Cruz, 2020; Manseur, 2024; Nyakuwanika, 2026; Xu, 2024).

Based on the gap identified, this study was conducted to examine the transformation journey taken by the Faculty of Accountancy (FACT) at Universiti Teknologi MARA (UiTM) in embedding an entrepreneurial mindset. The fact it is more than changing the teaching and learning process; this journey requires institutional commitment, appropriate governance, and sustained engagement across the faculty. Interestingly, FACT uses the ADLI (Approach-Deployment-Learning-Integration) framework in translating its FACTrepreneurial strategic pillar through governance arrangements, experiential learning, social entrepreneurship activities, and collaboration with numerous stakeholders. The case illustrates how entrepreneurial education can be incorporated into the broader institutional agenda rather than treated as a standalone programme. It provides a practical reference for academic leaders and HEIs interested in developing or transforming their programs into innovative, future-ready, and value-oriented educational ecosystems (Chen, 2025; Xu, 2024).

Literature Review

Entrepreneurial Accounting Education and Graduates' Competencies

The industrial revolution and technological advancement have impacted the educational ecosystem. HEIs are being forced to produce graduates who are strategic thinkers, with digital literacy, and entrepreneurial capabilities (Al-Hattami, 2025; Nyakuwanika, 2026). Specifically, accounting professionals must be ready to act as strategic advisors, data interpreters, and organisational innovators (Chen, 2025; He, 2023). Concurrently, they are required to spot business opportunities, communicate ideas confidently, and be adaptive to new technology and changing markets (Dolce et al., 2020; Zhao & Yang, 2022). These pressures push HEIs to revisit current curriculum design, pedagogical approaches, and assessment methods. The task is to strike a balance between technical rigour and entrepreneurial exposure, ensuring that graduates are both professionally certified and commercially minded (Moreira et al., 2020).

Entrepreneurial accounting education combines entrepreneurial content, pedagogical approaches, and experiential opportunities to heighten the graduates' value creation (Nyakuwanika, 2026; Radianto et al., 2022). This concept nurtures an entrepreneurial mindset beyond encouraging students to start new businesses. It is a cognitive and behavioural orientation characterised by opportunity recognition, innovation, calculated risk-taking, and strategic agility (Daspit et al., 2023; Kuratko et al., 2021; Molaei et al., 2026) that enables accountants to innovate within existing organisations, develop new services, and contribute to

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 2051-2066

strategic decision-making (Manseur, 2024; Sarkar & Jena, 2022). Having the right mindset will enhance students' entrepreneurial self-efficacy, financial behaviour, and intrinsic motivation, enabling them to become proactive intrapreneurs. Integrating financial literacy and accounting simulations into entrepreneurship training strengthens students' mental accounting and managerial competencies, providing a solid foundation for sustainable business decision-making in dynamic business environments (Pasaribu et al., 2025; Radianto et al., 2022; Sarkar & Jena, 2022). Such integration builds technically proficient, commercially smart, and innovation-oriented graduates as demanded by the industry.

Experiential Learning and Entrepreneurship Pedagogical Models

An entrepreneurial mindset formation requires dynamic, reflective, and student-centred pedagogies (Bell & Bell, 2020; Hägg & Gabrielsson, 2020; Manseur, 2024). Experiential entrepreneurship education grounded in Kolb's Experiential Learning Theory underlines learning by doing through concrete experiences, reflective observation, abstract conceptualisation, and active experimentation (Bell & Bell, 2020; Burnell et al., 2026; Moreira et al., 2020). Experiential learning approaches allow students to test business hypotheses, manage real market risks, and develop problem-solving skills in supportive environments (Burnell et al., 2026; Taneja et al., 2024). This process develops cognitive knowledge, practical skills, emotional resilience, and adaptive capacity that are crucial for entrepreneurial success (Burnell et al., 2026; Daspit et al., 2023).

Experiential approaches in accounting education have been recognised as one of the effective means of developing technical and entrepreneurial competencies (Moreira et al., 2020; Radianto et al., 2022). Case-based learning is a common experiential approach in accounting education, allowing students to analyse real business scenarios, apply accounting concepts and techniques to address complex problems that mirror professional practice (Moreira et al., 2020; Zhao & Yang, 2022). Project-based learning extends case-based approaches by requiring students to participate in extended projects that involve developing business plans, conducting financial analyses for start-ups, or designing accounting systems for new ventures (Pasaribu et al., 2025; Zandra, 2025). Work-integrated learning, including internships, placements, and industry projects, provides the most authentic experiential learning opportunities (O'Brien & Cooney, 2025; Xu, 2024), allowing students to learn real organisational contexts, develop professional networks, understand workplace cultures, and gain exposure to professional practice challenges (Zandra, 2025; Taneja et al., 2024).

A combination of classroom instruction with practical execution is said to result in effective experiential frameworks. The idea of startup incubators, business pitch competitions, pop-up markets, vocational internships aligned with Sustainable Development Goals (SDGs), and community and social entrepreneurship engagement are some of the possible engagement (Charrón Vías & Rivera-Cruz, 2020; Zandra, 2025). Participating in these real-world entrepreneurial activities positively influences students' entrepreneurial attitudes, passion, and behavioural intentions (Cui & Bell, 2022; Taneja et al., 2024). As experiential learning incorporates social networks, peer collaboration, and community engagement, it fosters inclusive entrepreneurship by enabling students to apply their financial knowledge to empower marginalised communities and local micro-enterprises (O'Brien & Cooney, 2025; Wasim et al., 2024).

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 2051-2066

Institutional Entrepreneurship and Educational Ecosystems

Implanting an entrepreneurial mindset across a degree program requires institutional transformation. Typically, transformation in HEIs involves changes to governance structures, resource allocation, curriculum design, pedagogical approaches, and stakeholder engagement that entail sustained commitment and coordinated effort across the institution (Manseur, 2024). Institutional transformation in entrepreneurial education is particularly challenging as it requires aligning entrepreneurial goals with the traditional missions and values of higher education institutions (Charrón Vías & Rivera-Cruz, 2020; Hägg & Gabrielsson, 2020).

The institutional entrepreneurship process involves leveraging institutional resources to transform organisational structures, culture, and practices (Charrón Vías & Rivera-Cruz, 2020; Manseur, 2024) toward a holistic institutional ecosystem that aligns strategic governance, faculty development, and external stakeholder networks (Chen, 2025; Xu, 2024). Sustaining the educational ecosystem requires strong stakeholder synergy. This is in accordance with the Quintuple Helix Innovation Model, where value co-creation is determined by the five elements, namely academia, industry and alumni, government and regulators, civil society, and the natural environment. HEI leaders utilise quality-driven management frameworks such as the ADLI framework to manage complex integration. It ensures that strategic intentions (Approach) are systematically implemented across all faculty units (Deployment), continuously evaluated through performance and risk management (Learning), and embedded into the institutional culture (Integration). ADLI provides a systematic alignment that helps secure program accreditation standards while equipping students with the agility, self-efficacy, and entrepreneurial mindsets needed for the modern economy (Aljohani & Alharbi, 2025; Rehman et al., 2023; Sun et al., 2023).

Research Gap

This paper reviewed three interconnected domains: entrepreneurial accounting education, experiential learning, and institutional entrepreneurship. Several research gaps were identified. First, while studies have examined individual entrepreneurial education interventions, few have explored how faculties systematically build and sustain entrepreneurial ecosystems at the institutional level (Manseur, 2024). Second, the application of the ADLI framework to entrepreneurial accounting education transformation is underexplored, with limited empirical research demonstrating how the dimensions of approach, deployment, learning, and integration operate in educational contexts (Charrón Vías & Rivera-Cruz, 2020; Hägg & Gabrielsson, 2020). Third, longitudinal research on institutional transformation in accounting education is scarce, and lastly, the specific challenges and opportunities of embedding entrepreneurial education within accredited accounting programs have received limited attention (Moreira et al., 2020; Xu, 2024).

Methodology

This study adopted a longitudinal qualitative case study to observe the entrepreneurial ecosystem being developed and embedded within UiTM FACT. The method is appropriate and suitable for understanding organisational complex processes. Most studies focus on individual entrepreneurship courses or students' entrepreneurial intention. This study reviews institutional transformation by assessing the planning, implementation, continuous improvement, and integration of entrepreneurial initiatives across the faculty. As the progression is continuous

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 2051-2066

through multiple stages, it enables the researchers to trace the evolution of strategic initiatives, governance mechanisms, stakeholders' collaborations, and educational practices over time. Examining these developments provides a richer and deeper understanding of how entrepreneurial capability and mindset can be systematically embedded in accounting education.

The FACTrepreneurial

Universities are given yearly key performance indicators (KPIs) which are passed down to faculties and departments based on resources available. Fostering an entrepreneurial culture is one of UiTM's official missions. As such, FACT has been actively pursuing this culture by conducting various initiatives and activities among its academic staff and students. Specifically, FACT initiated FACTrepreneurial as one of its strategic pillars. The faculty's approach goes beyond individual programmes on entrepreneurship education by bringing together strategic planning, talent development, business incubation, alumni engagement, community partnerships, and continuous quality improvement within UiTM's direction. Linking these areas provides an opportunity for the faculty to examine how entrepreneurial capabilities can become part of an organisation's culture and practices without weakening the professional requirements of accounting education.

The study used available and accessible documentary evidence from university and faculty records comprising Institutional Quality Reports (Anugerah Kualiti Naib Canselor (AKNC)), performance scorecards, including i-Score UiTM and PRIME performance reports, Faculty Strategic Action Plans (SAP), faculty newsletters, reports on entrepreneurship programmes, strategic planning documents associated with FACTrepreneurial, and records of community engagement and university social responsibility activities. These documents were selected due to their availability, as they capture the development and implementation of institutional initiatives and provide evidence of organisational practices and outcomes over time. These documents are organised into university-level and faculty-level sources as summarised in Table 1 for analysis purposes.

Table 1: Documentary Sources, Purpose, And Their Contribution

Level	Source	Purpose	Contribution
University	AKNC report SAP Scorecards	Strategic implementation Planning and governance Performance/outcomes	Governance Deployment Learning
Faculty	Newsletters Program reports	Activities/achievements Engagement	Evidence Integration

Comparing evidence across these sources supported triangulation and enhanced the credibility of the findings. These documents, when tabulated, capture the faculty's journey from strategic intention to planning, implementation, getting the stakeholder engagement, monitoring progress, and achieving the intended outcomes.

Data Analysis

All collected documents were analysed using three-step thematic analysis. The analysis is vital to gauge understanding of the overall process concerning FACT's institutional transformation.

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 2051-2066

The initial process was to review the documents to establish familiarity, and recurring concepts related to entrepreneurship, experiential learning, institutional performance, accounting education, stakeholder engagement, and organisational learning were identified and coded. Next, similar codes (example entrepreneur, entrepreneurship, business, *keusahawanan*, *usahawan, peniaga kecil*) were consolidated into broader themes representing key aspects of the FACT transformation journey. Lastly, these themes were mapped against the ADLI framework to examine how entrepreneurial initiatives were established, implemented, evaluated for improvement, and integrated into the faculty's institutional processes.

The reliability of the study was assessed using several measures. First, evidence from different levels, i.e., university and faculty documents, was compared to identify consistency and reduce reliance on individual sources. Second, the coding decisions, theme development, and interpretations were recorded to enhance transparency. Third, the ADLI framework served as a basis for analysing institutional practices. The organisational processes and contextual information were clearly described to improve the transferability of the findings to other HEIs intending to incorporate entrepreneurial ecosystems within their educational programs.

The analysis focused on organisational practices, institutional development, and progression. The utilisation of institutional documents that were either publicly available or internally authorised for academic research without referring to individual students or staff. No personal or sensitive information was disclosed, as the evidence represented the initiatives that have been taken.

Findings And Discussion

The FACT entrepreneurial educational ecosystem transformation is evaluated using the ADLI framework as illustrated in Figure 1. The institutional findings and evidence demonstrate how strategic governance, operational execution, continuous quality loops, and multi-stakeholder integration systematically cultivate an entrepreneurial mindset among accounting students.

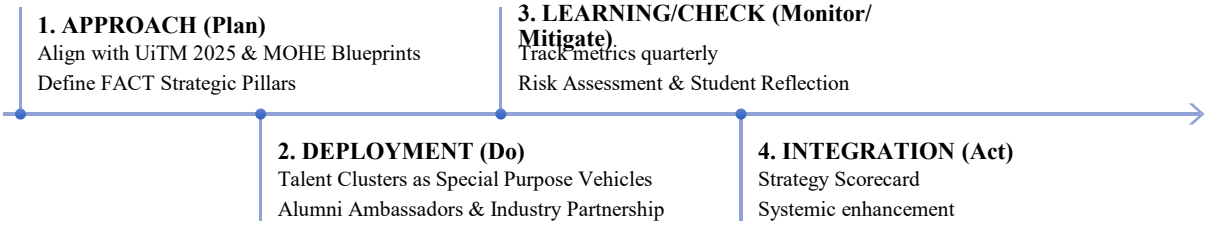


Figure 1: FACTrepreneurial Institutional Transformation using the ADLI framework

Theme 1: Strategic Approach (Plan)

FACT established a clear, structured approach by aligning its institutional roadmap with national higher education policies and university goals. Specifically, FACT aligned its strategic plan with the Malaysian Education Blueprint 2015–2025, which emphasises 'balanced and entrepreneurial graduates' (MOHE, 2015), together with the UiTM 2025 Strategic Plan. Three core leadership strategic pillars under the Agenda of Excellence are Dynamic Linkages, Impactful University Social Responsibility, and FACTrepreneurial. Specifically, the FACTrepreneurial reflects a strategic shift in accounting education by placing greater emphasis on entrepreneurship, business creation, and strategic contribution alongside conventional

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 2051-2066
technical and compliance competencies (Al-Hattami, 2025; Chen, 2025; Dolce et al., 2020; He, 2023).

To ensure the awareness and success of FACTrepreneurial, FACT restructured its research units into eight specialised Talent Clusters, each headed by senior staff. The cluster were given strategic mandates for implementing the faculty's strategic priorities. To assist the cluster, 22 certified faculty coaches were appointed to help integrate entrepreneurial competencies across academic departments without diluting professional accreditation requirements (Charrón Vías & Rivera-Cruz, 2020; Manseur, 2024; Xu, 2024). Through these arrangements, entrepreneurship became part of the faculty's wider academic and governance agenda, rather than an isolated educational activity.

Theme 2: Deployment (Do)

The deployment of FACTrepreneurial requires faculty members to jointly participate and be involved in the planned activities. To create the hype, experiential learning was used as practical modules. This learning style encouraged students to apply accounting knowledge, test ideas, and develop entrepreneurial capabilities through direct involvement in business activities, which bring together internal and external alliances (Bell & Bell, 2020; Burnell et al., 2026; Moreira et al., 2020). The implementation covered business incubation, entrepreneurship modules and competitions, regulatory alignment, digitalisation, and collaboration with alumni and industry partners

Formal and informal methods, consisting of physical and digital ways, were adopted to deliver entrepreneurial education. The Wednesday Market @FACT and the Night Market Entrepreneurship Incubator, located near the faculty, for instance, allowed students to operate retail stalls, determine selling prices, manage inventory costs, and handle cash transactions themselves. The lecturers acted as coaches to ensure the process was smooth. These initiatives sought to ease crowding and widen student participation in entrepreneurial activities (Pasaribu et al., 2025; Radianto et al., 2022).

In the BizStart Programme, conducted with the Companies Commission of Malaysia (SSM), more than 250 participating students completed free business registrations via GoCommerce. They adopted the SSM BizTrust Code and used social e-commerce tools such as TikTok Shop Malaysia (Al-Hattami, 2025; Chen, 2025) as a means of becoming a real business owner. Other programmes, including Pitch Your Product, Vendor-Student Rack Day, and the Innovative Business Idea Challenge, provided additional opportunities for students to develop and present business ideas.

Furthermore, external engagement was reinforced through 46 volunteer Alumni Ambassadors, who served as mentors, panel judges, and co-creators. FACT also collaborated with seven accounting firms, including Big Four and mid-tier firms, through the 3U1i Industry Mode. Professional pathways involving ACCA, CIMA, and CPA Australia further connected students' learning experiences with industry and professional expectations.

Theme 3: Learning and Check (Monitor and Mitigate)

Performance needs to be monitored, and corrective action needs to be taken. At UiTM, programs and strategic initiatives are monitored using digital tools and regular review

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 2051-2066

mechanisms, including UePMO, Power BI Dashboard, UiSMS, PRIME Star Rating, and SMART. Project leaders review KPIs and quality targets on a quarterly basis while the Strategy Scorecard is reviewed monthly. Adopting the Management by Exception approach, 'Red Flags' performance is escalated for discussion and corrective action proposed during Executive Management Meetings. Student experience is incorporated through post-program surveys, Hybrid Reflection Modules under Service Learning (SULAM), and the UiTM Happiness Index. The information provides evidence for identifying areas requiring improvement and supports management in refining programs, teaching and learning activities, and student engagement initiatives.

The Risk Management Unit requires program and project leaders to identify, assess, and register relevant risks in the e-RMS system. This provides a structured mechanism for monitoring emerging risks and implementing appropriate mitigation strategies. For example, the 'Digital Tech Entrepreneurs Apprentice' initiative was identified as a high-risk program due to constraints in securing endowment funding. In response, the faculty adopted alternative funding and sustainability strategies by securing strategic corporate sponsorships, including support from Maybank Islamic and Yayasan Bank Rakyat. The initiative also explored self-sustaining green enterprise models to reduce dependence on external funding. This example shows how systematic risk identification can be linked directly to corrective and strategic actions, allowing educational initiatives to remain sustainable despite resource constraints.

Theme 4: Integration (Act)

The circle demonstrates how continuous learning was integrated into systemic enhancements, resulting in a cohesive Quintuple Helix Value Co-Creation Ecosystem. The faculty embedded the theme "Empowered Alumni, Progressive Community, Sustainable Values" across six interacting sectors. The FACT formed eight Talent Clusters with academic staff as members and headed by a leader who plans and strategises activities and KPIs as agreed with the top management. The mentors systematically embedded entrepreneurship, cost management, ethics, and sustainability into the planned activities, ensuring that FACT pillars and KPIs are being met. Alumni Ambassadors and partner firms co-created value through pro bono teaching, business mentorship, and mock interviews during FACT Career Week. Agencies such as SSM, SME Corp, PERNAS, and the Ministry of Economy provided regulatory platforms, free business registrations, and funding for social entrepreneurship courses. Accounting students applied their financial knowledge to real-world community consulting. Under the i-ASNAF ACT project (supported by Maybank Islamic), 44 student mentors guided 420 Asnaf micro-entrepreneurs across 11 states in basic accounting, costing, and business law. Through the "3J Green initiative" (Generate, Save, Contribute), FACT embedded environmental sustainability (SDG 12, 13, 15) into entrepreneurial activities. Projects such as Waste to Wealth (recycling paper and converting used cooking oil into soap) and the Solar Hydroponics and Adopt-a-Plant project operated on self-sustaining models, generating revenue to fund student welfare initiatives.

Theme 5: Institutional Outcomes

The ADLI's systematic implementation generated institutional capability development, social value creation, and measurable outcomes that extend beyond standard graduate employability (Chen, 2025; Molaei et al., 2026). Table 2 below summarises the institutional outcomes of the FACTrepreneurial ecosystem, demonstrating significant achievements across graduate

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 2051-2066

capability development, community social impact, environmental sustainability, and academic governance. FACT recorded 96.1% graduate employability, with 10 – 15% actively pursuing entrepreneurial ventures and setting up their own businesses. This reflects a cultural shift from passive job-seeking toward active value creation (Hassan et al., 2021; Ndibalema et al., 2025). FACT's transformation is further validated by national and international recognitions, including winning several awards at entrepreneurship competitions, sustained ACCA Platinum Approved Learning Partner (ALP) status, renewed CPA Australia accreditation through 2029, a clean audit in IQMS Cycle 7, and a 6-Star rating with a 94.2% overall i-Score. Such achievements reaffirm FACT's commitment to quality-driven educational transformation.

Table 2: The FACTrepreneurial Institutional Outcomes and Impact

Theme	Evidence	Impact
Graduate entrepreneurship	10-15%	Active involvement of accounting graduates in entrepreneurial ventures post-graduation, shifting culture from job-seeking to job-creation.
Graduate employability	96.1%	Highest graduate employability rate in the Business and Management Cluster, with 12% securing premium-salary first degrees
Community programs	i-ASNAF ACT	Commercialised under MyiPO, empowered 420 Asnaf and micro-entrepreneurs across 11 states in financial literacy, costing, and business law, mentored by 44 accounting students.
Green initiatives	Waste-to-Wealth, Hydroponics	Embedded sustainable business models via used cooking oil recycling/soap making and solar hydroponics, generating self-sustaining revenue for student welfare.
Recognition and awards	Innovation, 6-star ratings, and international recognition	Won one gold, two silver, and two bronze awards at two entrepreneurship innovation showcases. Won several University Performance Excellence Awards. Awarded ACCA Platinum ALP status, renewed CPA Australia accreditation through 2029, clean audit in IQMS Cycle 7.

The ecosystem's impact expanded to financial sustainability and community development. Via the FACTrepreneurial, its research innovation i-ASNAF ACT was successfully commercialised, providing hands-on financial literacy and business coaching to 420 micro-entrepreneurs across 11 states led by the students. External strategic linkages have generated trust fund revenue surpassing FACT's initial targets. Green initiatives like solar hydroponics and Waste-to-Wealth projects provided self-sustaining financial models. These integrated efforts delivered profound community and social impact, an achievement recognised through the Community Project Awards and multiple top accolades at the University Performance Excellence Award.

Conclusion

This study set out to document FACT's institutional transformation in embedding an entrepreneurial mindset across an accounting degree program. Technological disruptions, big

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 2051-2066
data integration, and the automation of routine financial work had pushed FACT to rethink its educational model, moving away from a narrow focus on technical compliance toward strategic business creation and value generation (Al-Hattami, 2025; Chen, 2025; Dolce et al., 2020; He, 2023). Guided by the ADLI (Approach, Deployment, Learning, Integration) framework, this shift operationalised the FACTrepreneurial strategic pillar alongside industry linkages and community engagement. Combining experiential learning, social entrepreneurship, and multi-stakeholder mentorship, as experienced by FACT, enables the creation of a connected and sustainable educational ecosystem aiming at producing graduates who are future-ready and value-driven (Bell & Bell, 2020; Burnell et al., 2026; O'Brien & Cooney, 2025; Wasim et al., 2024).

This case study contributes to the theoretical, practical, and policy literature on higher education, accounting education, and institutional entrepreneurship. An entrepreneurial mindset can be embedded in any educational program systematically with proper planning, clear communication, delegation of duties, and cooperation from faculty members. The FACT journey suggests that the development of entrepreneurial graduates does not require a complete restructuring. A twist of bits and pieces of experiential and social entrepreneurship activities can support the development of students' financial self-efficacy, strategic agility, and problem-solving capabilities while reinforcing the professional competencies expected by the industry (Aljohani & Alharbi, 2025; Wibowo et al., 2026). More importantly, the Talent Clusters, certified faculty coaches, and a Quintuple Helix network involving industry, alumni, regulators, communities, and sustainability-oriented partners provide the organisational support needed to sustain these initiatives. For higher education policymakers (MOHE) and professional accounting bodies (Malaysian Institute of Accountants (MIA)), the experience illustrates how broader policy aspirations for balanced, entrepreneurial, and industry-ready graduates can be translated into institutional strategies and measurable educational outcomes. HEIs can connect these aspirations to curriculum design, quality management systems, performance indicators, and graduate development initiatives (Hassan et al., 2021).

Several limitations were recognised. First, this study focuses on a single qualitative case at a public university regulated by MOHE, which reduces direct generalisability. Findings are context-bound, based on specific and unique resources of FACT and should not be assumed to apply directly to other business schools or private HEIs. As one of the public universities, national policy blueprints and accreditation frameworks (MOHE, 2015) are regarded as distinctive. Second, the analysis relies mainly on institutional documents, official reports, newsletters, and performance metrics based on specific KPIs, which are again different from other HEIs.

Several directions for future research emerge from this case. Comparative studies involving different universities could provide a broader understanding of how institutional structures, leadership, resources, and organisational cultures influence the development of entrepreneurial accounting education (Molaei et al., 2026). Future qualitative studies could further explore the experiences of academic leaders, faculty members, industry partners, alumni, and community stakeholders through interviews and focus groups, particularly to understand the practical challenges behind implementation. Longitudinal research involving students could also examine how entrepreneurial self-efficacy, entrepreneurial passion, and career intentions develop throughout their university experience and beyond graduation (Cui & Bell, 2022; Taneja et al., 2024). Finally, tracking graduate career outcomes over five to ten years could provide stronger evidence of whether entrepreneurial accounting education translates into

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 2051-2066

sustained career progression, intrapreneurship, venture creation, business success, and community engagement (Ndibalema et al., 2025; Rehman et al., 2023; Sun et al., 2023).

Overall, the FACT case suggests that the future of accounting education is not simply about producing technically competent accountants. It is about creating learning environments in which students can apply professional knowledge, recognise opportunities, work with different stakeholders, and create value for organisations and society. The experience provides a useful institutional example of how accounting education can move beyond the traditional classroom while remaining grounded in professional standards and academic quality. In this sense, the FACT approach represents an ongoing journey towards a more experiential, entrepreneurial, connected, and future-oriented model of accounting education.

International Journal of Modern Education
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 2051-2066

Acknowledgements: The authors would like to express their sincere gratitude to the Faculty of Accountancy, Universiti Teknologi MARA, for providing the necessary resources and support throughout the completion of this study. Special appreciation is extended to colleagues and peers who contributed valuable insights and constructive feedback, which greatly enhanced the quality of this paper.

Funding Statement: No Funding

Conflict of Interest Statement: The authors declare that there is no conflict of interest regarding the publication of this paper. All authors have contributed to this work and approved the final version of the manuscript for submission to the International Journal of Modern Education (IJMOE).

Ethics Statement: This study did not involve any human participants, animals, or sensitive data requiring ethical approval. The authors confirm that the research was conducted in accordance with accepted academic integrity and ethical publishing standards.

Author Contribution Statement: All authors contributed significantly to the development of this manuscript. Nooraslinda was responsible for the conceptualisation and overall supervision of the study. Imran handled data collection, analysis, and interpretation of results. Zulfikri contributed to the literature review and critical revision of the manuscript. All authors read and approved the final version of the manuscript prior to submission.

International Journal of Modern Education
IJMOE
EISSN: 2637-0905
Volume: 8 Issue: 31 (September 2026) PP. 2051-2066

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