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The Usability Assessment of an Entrepreneurship Training Ecosystem Model through the Modified Nominal Group Technique (NGT) Method

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***Abstract:** This study focuses on evaluating the applicability of the main components, items, and the entire entrepreneurial training ecosystem model for the Malaysian Skills Certificate (MSC) training program. Forty-eight(48) expert instructors were selected as respondents to this study using the modified Nominal Group Technique (NGT) method. They are made up of instructors from various fields of training. Several criteria were considered during the selection, such as education level, expertise, working experience, achievements, and involvement in formulating the curriculum and trainee assessment system. Their selection is balanced between public and private MSC-accredited centres. The most important thing is that they are users of the model that has been developed. A questionnaire containing six (6) main components and a total of 43 items was given to all expert instructors. The results of the evaluation by all respondents found that all of these components and items have been accepted for their usability. Overall, they think this model can increase awareness and competence and produce entrepreneurs among MSC trainees when they completed training later.*

***Keywords:** Entrepreneurship Training Model, Malaysian Skills Certificate (Msc), Modified Nominal Group Technique (Ngt).*

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1. INTRODUCTION

Entrepreneurship education is important to achieve successful socioeconomics and sustainable development because entrepreneurship is a combination of action, initiative, perseverance, commitment, organisation, and creative efforts in carrying out productive activities. Meanwhile, entrepreneurship education prepares graduates to thrive as they seek to start new businesses. Entrepreneurship education is a model that promotes the development of young people to gain skills in life and their relevance in school and reduce high-risk behaviour in society. There is an opinion stating that entrepreneurship education is shown to young people to increase feelings of security, autonomy, self-awareness and achievement, as well as increase confidence, knowledge and abilities. Entrepreneurship education also allows young people to discover their hidden talents, which will reveal abilities and skills they do not know. Entrepreneurship education positively impacts students' lives, whether they will become entrepreneurs or not.

In Malaysia, entrepreneurship is no longer a strange field in the community. This field has long existed as a career option. It is not uncommon for graduates to have difficulty finding a job. The certificate obtained does not guarantee graduates will get a job matching their study program. With the current economic situation that is more oriented to the capitalist system and the globalisation style, many problems can cause unemployment and job loss. Therefore, Malaysia has to change from a government-dependent society to a self-employed one. The government recommends that the community does their work without expecting help from others to support themselves and their families. This means the government has indirectly encouraged the community to do business and become entrepreneurs. The existence of entrepreneurs in the field of business can increase employment opportunities for Malaysians. Then the culture of salaried employees can be reduced by the existence of entrepreneurs in the job market. Thus, technical and vocational skills training centres (TVET) play a role in continuous efforts towards further developing individual potential comprehensively and integrating into producing more successful entrepreneurs, especially among their alumni. At the skill institution level, entrepreneurship is made one of the subjects that students must study whether they are taking the business field or other programs. This is to cultivate entrepreneurship in everyday life through the curriculum, thus being able to produce successful entrepreneurs as job creators who have a strong foundation in aspects of knowledge, thinking skills, communication, creativity, innovative thinking, enthusiastic positivity and moral values, and good ethics in an entrepreneurship context.

Problem Statement

It is well known that entrepreneurship education and training (EET) is important to create and training potential entrepreneurs. Similarly, the connection between entrepreneurship and the field of technical and vocational education (TVET) is a catalyst for entrepreneurial activities. Cultivating entrepreneurship will be easily implemented with the existence of a balanced entrepreneurial ecosystem in EET Malaysia (Noorizda et al., 2018). However, EET is still alien to the Malaysian Skills Certificate (MSC) training program. From the researcher's observations, significant differences can be seen between public and private MSC accreditation centres regarding EET policies. Although there is a public MSC accreditation

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centre that provides EET, it is still seen as unable to increase trainees' awareness of potential careers as entrepreneurs (Som et al., 2022). As for private MSC-accredited centres, most only focus on providing training to meet certification requirements without offering value-added education such as EET. This may be due to the have no entrepreneurial competency standards that serve as a basic guide for curriculum development and evaluation systems (Som et al., 2022). In addition, less encouraging comments by employers about the level of entrepreneurial competence of MSC trainees need to be taken seriously (DSD, 2017). A specific curriculum oriented towards entrepreneurship should be enriched to build entrepreneurial attitudes such as creativity and innovation, dynamic entrepreneurship, entrepreneurial psychology, etc. The pattern and form of entrepreneurship curriculum in MSC-accredited centres cannot be ascertained due to the lack of research on this matter. This also includes activities outside the classroom or better known as extracurricular activities. From an instructor's point of view, an instructor's business background and experience will bind him more strongly to implement EET with more impact. The correct pedagogical approach should also be according to the appropriateness and level of training. Due to too much focus on producing employees, partnerships and forms of support from the industry also do not touch the development of trainees as potential entrepreneurs. The adverse effects can be seen from the very small participation percentage of MSC graduates, which is only 7%, compared to the many certificates issued (MOHE, 2021). Touching on the above issue, the MSC training program needs an effective EET ecosystem model to be used in all public and private MSC accreditation centres.

Research Objective

This study was conducted to evaluate the applicability of the entrepreneurial training ecosystem model. This model has been developed specifically for public and private Malaysian Skills Certificate (MSC) accredited centres.

Research Question

This study has as many as three questions that need to be answered, and they are:
What is the applicability of the main components in the entrepreneurial training ecosystem model for the Malaysian Skills Certificate (MSC) training programme?
What is the applicability of the items found under the main components in the entrepreneurial training ecosystem model for the Malaysian Skills Certificate (MSC) training programme?
What is the overall applicability of the entrepreneurial training ecosystem model for the Malaysian Skills Certificate (MSC) training programme?

Literature Review

Entrepreneurship is a career field very important in this country. The government aims to make the field of entrepreneurship, especially the small and medium industry sector, the main contributor to new job opportunities and further help the national development economy in the 21st century. Various efforts were carried out to achieve that goal. The Ministry of Education also tries to cultivate entrepreneurship among the people in this country at the school level. A culture of entrepreneurship began to be instilled as early as elementary school by introducing elements of entrepreneurship in mathematics. Cultivation of entrepreneurship continues to be implemented in junior high schools through the Integrated Life Skills subject

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started in 1991. Cultivating efforts entrepreneurship is taught at the school level upper secondary when teachers are allowed to pursue education trade and entrepreneurship through subject vocational and technology electives. School entrepreneurship education aims to form students as creators of potential work and not as a seeker of work. It has been widely reported that establishing something business is based on understanding someone towards entrepreneurial activities. Being self-employed and owning a business is a realistic option for students who have vocational and technical skills. Unfortunately, most people don't see entrepreneurship as an alternative to a worthy career. Therefore, it is important to form a positive attitude towards entrepreneurship. A study made in the country west has proven that entrepreneurship education is about decisions to start a business or not. Research has also shown that experience, potential, entrepreneurial characteristics, attitudes, hobbies, perceptions of self-entrepreneurship, and franchise ideas strongly influence aspirations for entrepreneurship. Factors that affect aspirations for entrepreneurship include interest, knowledge, and attitude toward entrepreneurship and a career in small business.

Entrepreneurshipand TVET

Technical Education and Vocational Training (TVET) are important in providing knowledge and experience to new entrepreneurs. TVET provides various training and programs to prepare today's graduates to become successful entrepreneurs. TVET and entrepreneurial skills will reduce their dependence on others and align with the government's desire to bring social and economic justice to the people. An early approach to entrepreneurship applied at school can have a huge impact on the skills of TVET entrepreneurs when facing the challenges of the entrepreneurship world in both social and physical environments. The government from various ministries actively supports and improves the field of entrepreneurship among TVET students from various sectors. This approach can focus on the modern economy to produce entrepreneurs, create job opportunities and provide services to the community. TVET graduates can polish the potential of entrepreneurial human capital compared to universities. For example, business services that are only done online generate very high income, and they attract the attention of various parties.Along with the Malaysian Education Development Plan 2015-2025 (Higher Education), it successfully boosted the role played by TVET entrepreneurs in producing local products that can be used by the local community. TVET entrepreneurs from various institutions have great potential in shaping economic growth, especially in the field of entrepreneurship, like other agencies appointed by the government. A model for producing suitable graduates needs to be formed to combine all the agents of entrepreneurial socialisation to see the impact on the formation of trainees' entrepreneurial intentions, subsequently becoming sustainable entrepreneurs. Entrepreneurship training is an attitude to the teaching and learning process in changing the culture in a training institute. The entrepreneurship training developed will be the best and more effective if several factors are considered. Among those factors is creating an ecosystem of entrepreneurship training at the institution concerned.

Training Ecosystem

Training means a systematic implementation method that has procedures and rules to ensure that certain skills and talents can be developed. Training can also improve skills, habits and even knowledge that can be developed through training. Training is also described as an

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organisation's implementation method to ensure that skills and knowledge are at an optimal level in performing the given job. Training is also likened to a structured activity that is carried out to provide knowledge or rules for someone to improve their performance and skills they are in something. Training is also likened to a person's preparation for something, which involves implementing several activities to improve performance based on the skills and knowledge involved. A shorter definition of training is a situation that trains a person to improve something they want to improve physically, emotionally or intellectually. Various benefits can be obtained through training and development to the management of an organisation, whether the organisation is small or large. All plans and strategies set by an organisation can be achieved when related to training; that is, when an employee undergoes training, he will gain new experience and be able to apply it in his job. In addition, employees can also formulate various strategies that can be done to achieve the goals set by the organisation. Next is the aspect of effectiveness, which is to positively affect the organisation's management so that it is more competitive and effective in carrying out tasks. Indirectly, training can increase competition between employees to perform tasks more effectively and with quality and improve understanding between employees and employers. In addition, training and development can also build good relationships when working, whether employees with employees or employees with employers.The term ecosystem is said to have been used by Roy Clapham in 1930 to describe the physical and biological components of the environment related to each other as a unit. Arthur Tansely (1935), an ecologist, later gave a deeper definition of the ecosystem, "The whole system, including complex organisms and physical factors, is the environment". The concept of ecosystem refers to the interaction of living things with the elements that form the basis of nature in a closely related relationship. Eugene Odum (1971), one of the founders of scientific ecological studies, argued, "Any unit or organism in a community that interacts in the physical world will produce energy cycles that clearly describe the trophic structure, biodiversity and life cycle". Ecosystems can be studied and divided into broad scopes and describe the relationship between life and nature. The study of ecosystems generally consists of certain processes relating living things or biotic components to non-living or abiotic ones. Ecosystem components are the parts of the ecosystem that make up the ecosystem itself so that the ecosystem is formed. Components in the ecosystem are divided into two types: living and non-living components. In other words, the entrepreneurial training ecosystem is defined as the interaction of the components and the entrepreneurial environment in which they study.

Entrepreneurship Training Ecosystem

This training ecosystem is an element that will support and drive the quality of entrepreneurship training implementation. There are two levels of ecosystems, the macro level and the micro level. Macro levels include policy, resources, stakeholders, culture, systems and recognition. The micro level is like the approach or training system, curriculum, co-curriculum, pedagogy, competent instructors and industry support.

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Table 2.1 Elements in the entrepreneurship training ecosystem

Macro	Micro
1.Policy	1.Training approach
2.Resources	2.Curriculum
3.Stakeholder	3.Co-curriculum
4.Culture	4.Pedagogy
5.System	5.Instructor
6.Recognition	6.Industry support

This policy at the macro level means an action plan that has been officially agreed upon as a basis for making or implementing a decision and a document containing a contract related to entrepreneurship training. Resources here are the potential value of certain materials or elements in entrepreneurship. It is not always physical but also non-physical. Touching stakeholders, at this stage, are individuals and organisations that are actively involved in the project or parties with interests that are positively or negatively involved and can affect the project's implementation or successful completion. Kamus Dewan (2005) defines culture as the progress of the mind and intellect. Way of thinking, behaving, and so on. Culture can also be defined as a way of life practised by a certain group and includes social systems, economics, politics, religion, beliefs, customs, attitudes, and values. A system at this level means a collection of interconnected working components that work together to achieve their collective goals. Recognition, on the other hand, is an appreciation given officially to an individual or institution after the evaluation is carried out through conventions, competitions, and so on. Recognition is the most effective mechanism to build highly skilled human capital to realise the government's desire to increase efficiency and effectiveness in service delivery.When discussing elements at the micro level, the approach is the first element in Table 2.1. According to Kamus Dewan (1998), an approach is a way or step taken to start and carry out a task. In education, the concept of approach means a way of approaching something, for example, the lesson objectives determined for teaching and learning. In other words, the approach of teaching a subject to achieve its objective. Curriculum elements at this level mean all educational plans a school or educational institution carries out to achieve educational goals. It includes carefully and professionally selected real and unreal life experiences, compiled and organised by educational scholars and curriculum experts to create a wide variety of learning activities in and out of the classroom for all levels of schooling. Co-curricular activities mean any planned activity other than the teaching and learning process in the classroom (curriculum) that allows students to add, strengthen and practice the entrepreneurial skills and values learned in the classroom. The next element,pedagogy, is the study of teaching, especially in formal education. In other words, it is the science and art of how to teach in an educational institution. In general, pedagogy is a compulsory subject for those wanting to become school teachers. As a broad field of study, pedagogy involves studying teaching and learning processes, classroom management, school organisation, and teacher-student interactions. Instructor for the microelement tends to be used to refer to the position of someone who teaches and imparts knowledge. Typically, instructors need to be proficient in a subject and strengthened with knowledge in pedagogy or the science of teaching principles. The two-way relationship between education providers and industry is

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the most important strategy to realise the effectiveness of entrepreneurship education in TVET. The industry here means the party that produces goods or services and is an economic activity player that processes raw materials into finished goods or provides services.

2. METHODOLOGY

The technique is the Nominal Group Technique or NGT - a group discussion process involving problem identification, solution creation, and decision-making. NGT cannot be equated with an ordinary group discussion because this technique does take a group discussion to a further stage where a consensus can be reached. Namely by collecting ideas from each participant and then providing voting and ranking of their chosen ideas. The following are the characteristics of decision-makers using the NGT method:
There is a group meeting process.
Generate many ideas or findings.
Avoiding focusing on one idea or thinking
Provide exposure opportunities with the same idea for all participants
Consists of the very process structured
Meeting time is time-consuming, 1 – 2 hours generally
Avoid the fetch process hasty decision
Participants can provide feedback structured
Can measure the level of importance or priority of ideas generated
It must be facilitated by a person who experienced

Sampling
There are many views on the appropriate sample size forusing the NGT method. However, most suggest a sample size that is not too large and reaches hundreds of participants. According to Lomax &McLean (1984), if NGT is carried out in a large group, it can be broken into small groupsto communicate more effectively. This is important to research goals can be achieved more effectively. Table 1 below displays the samples of the sizes suggested by previous researchers. According to Abdullah and Islam (2011), participants involved in the NGT method must be knowledgeable and expert in the field represented. This method is important for participants to share views more thoroughly and deeply and then produce the best decision on the discussed issue. For this study, the researcher has selected 48 participants,including the instructor for the MSC program at the accredited centre. This selection is made based on extensive experience and involvement; they are directly related to the topic of study. This study parallels Siti et al., (2015) in determining expert criteria for group discussions. It is recommended that an expert is a person who; (i) Has extensive knowledge in the field studied; (ii) Professionals and has experience working in the scope of the study; (iii) Willing to participate voluntarily based on availability and time suitability; (iv) Have more than five years of working experience.

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Table 3.1 Participants Involved in the usability evaluation phase

No	Statement		Number	Percentage (%)
1	Gender	Male	24	50.0
		Female	24	50.0
2	Education Level	Masters	5	10.4
		Degree	5	10.4
		Advanced Diploma	17	35.4
		Diploma	14	29.2
		Certificates	7	14.6
3	Teaching Experience	6-10 Years	20	41.7
		11 – 15 Years	17	35.4
		16 Years & Above	11	22.9

Procedure

Briefly, the NGT technique is carried out by following the following steps (O'Neil & Jackson, 1983; Dobbie et al., 2004; Aizzat et al. et al., 2006; Williams et al., 2006; Perry & Linsley, 2006), which usually takes between two and two and a half hours (O'Neil & Jackson, 1983) namely:

1) Explanation Phase
   After setting the discussion point, the facilitator needs to explain the role of each group member and NGT implementation procedures and how the discussion results will be used.
2) Silent Phase (Idea Generation)
   Each member is then asked to generate ideas individually about solutions to the problems presented, and each writesthem down. Participants are not allowed to interact with each other to avoid the tendency to reach a consensus among group members.
3) Robin Circle Phase (Idea Display)
   The third stage of the NGT involves sharing the ideas of all members group. All ideas generated by group members will be recorded on the whiteboard or Flipchart and shown to all members group.
4) Clarification Phase
   The next stage is the item explanation stage. The facilitator will read each item,which will be explained briefly. This process takes five to 10 minutes. Group members can submit an explanation or comment on any item. However, the facilitator needs to make sure every comment or criticism given is not in the form of an evaluation.
5) Voting Phase
   In the voting process, each group member will evaluate all items and be asked to vote or choose the most liked idea individual. Blank cards will be distributed to each group

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member, and they have to write the five ideas they think are most important. The idea is that the best is given five marks, followed by four and the next. The cards will be collected again, and the total score of each item will be counted according to the order of priority given by the member group.

3. FINDING AND DISCUSSION

In the usability workshop, the researcher obtained information on assessing the main components of the entrepreneurship ecosystem training model by distributing questionnaires using a Likert scale to the respondents. Presentation of the main components of the model as in run first before the questionnaire is distributed. Participants were then asked to provide views that were translated into question forms survey the usability provided

Table 4.1 Evaluation of the model's main components

No	Suitability of Main Construct of the Model	Participant Score		Total Score	Percentage (%)	Status
		Public	Private			
1	Entrepreneurial Competency Std	153	113	266	79.2%	ACCEPTED & SUITABLE
2	Curriculum	153	110	263	78.3%	ACCEPTED & SUITABLE
3	Co-Curriculum	148	116	264	78.6%	ACCEPTED & SUITABLE
4	Pedagogy	158	113	271	80.7%	ACCEPTED & SUITABLE
5	Competent Instructor	162	118	280	83.3%	ACCEPTED & SUITABLE
6	Industry Partnerships	164	125	289	86.0%	ACCEPTED & SUITABLE

The findings of this study (Table 4.1) briefly show that all the percentage of elements evaluated is at an appropriate level used. This is because the percentage value has exceeded 70%, which has been required based on studies by Deslandes, Mendes, Pires & Campos (2010) and Dobbie et al. (2004). This proves that the main component of the model turns out to be useful because all study participants agreed that the main components in the entrepreneurship training ecosystem model are understood and reach a status suitable for use. So, the researcher can conclude that all study participants agreed that all the main components in the developed model are accepted and can be used. In contrast to the Delphi method, the modified NGT technique allows researchers to get information quickly because it does not involve rounds of evaluation sessions between experts.Referring to Table 4.2, the findings for the items under the first main component, the entrepreneurship competency standard, have three sub-components available. They are knowledge, skills, and attitudes (KSA). For the knowledge sub-component, three (3) items are contained in it that are accepted by all the panels. In the second sub-component, skills, all six(6) items were also accepted for their usability. The third sub-component, attitude, which contains seven(7) items, is also accepted for its usability. Looking at Table 4.3, three (3) items are found in the curriculum component. They are vocational skills, core abilities, and vocational

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entrepreneurship. All these items get a percentage of over 70% in total. This means that the panel agreed on the usability of these items in the model. For the components found in Table 4.4, which is co-curriculum, there are seven(7) items in total. All of these items have been accepted by the panel as usable for the MSC-accredited centre to carry out entrepreneurial activities outside the classroom. The importance of this component has been explained, and it is very helpful to give real exposure to the trainees. Teaching about entrepreneurship, teaching for entrepreneurship, and teaching through entrepreneurship are items found in the pedagogy component in Table 4.5. The way or delivery technique in training entrepreneurship has a lot of impact on the teaching and learning process. This can be seen through expert evaluation of the usability of all items in this component. They also meet the requirements of the items required in the entire model.

Table 4.2 Evaluation of the model's items (entrepreneurship competencies)

No	Construct Entrepreneurial Competency Std.	Participant Score		Total Score	Percentage (%)	Status
		Public	Private			
Knowledge Items						
1	Mental model	148	104	252	75.0%	ACCEPTED & SUITABLE
2	Declarative knowledge	150	112	262	78.0%	ACCEPTED & SUITABLE
3	Self -knowledge	154	116	270	80.4%	ACCEPTED & SUITABLE
Skills Items						
4	Marketing skills	151	116	267	79.5%	ACCEPTED & SUITABLE
5	Resource skills	154	114	268	79.8%	ACCEPTED & SUITABLE
6	Opportunity tracking skills	153	114	267	79.5%	ACCEPTED & SUITABLE
7	Interpersonal skills	157	118	275	81.8%	ACCEPTED & SUITABLE
8	Learning skills	158	118	276	82.1%	ACCEPTED & SUITABLE
9	Strategy skills	155	116	271	80.7%	ACCEPTED & SUITABLE
Attitude Items						
10	Entrepreneurial interest	158	116	274	81.5%	ACCEPTED & SUITABLE
11	Self -efficacy	157	116	273	81.3%	ACCEPTED & SUITABLE
12	Entrepreneurial identity	152	110	262	78.0%	ACCEPTED & SUITABLE
13	Proactive	154	109	263	78.3%	ACCEPTED & SUITABLE
14	Tolerance of uncertainty	146	106	252	75.0%	ACCEPTED & SUITABLE
15	Innovative	150	107	257	76.5%	ACCEPTED & SUITABLE
16	Perseverance	149	112	261	77.7%	ACCEPTED & SUITABLE

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Table 4.3 Evaluation of the model's items (curriculum)

No	Construct: Curriculum	Participant Score		Total Score	Percentage (%)	Status
		Public	Private			
1	Vocational Skills	153	115	268	79.8%	ACCEPTED & SUITABLE
2	Core Abilities	150	112	262	78.0%	ACCEPTED & SUITABLE
3	Vocational Entrepreneurship	152	112	264	78.6%	ACCEPTED & SUITABLE

Table 4.4 Evaluation of the model's items (co-curriculum)

No	Construct: Co-curriculum	Participant Score		Total Score	Percentage (%)	Status
		Public	Private			
1	Literacy activities	144	110	254	75.6%	ACCEPTED& SUITABLE
2	Physical development activities	148	112	260	77.4%	ACCEPTED& SUITABLE
3	Cultivation activities	151	113	264	78.6%	ACCEPTED& SUITABLE
4	Civic development activities	151	114	265	78.9%	ACCEPTED& SUITABLE
5	Social welfare activities	149	115	264	78.6%	ACCEPTED& SUITABLE
6	Leisure activities	144	112	256	76.2%	ACCEPTED& SUITABLE
7	Tour activities	161	118	279	83.0%	ACCEPTED& SUITABLE

Table 4.5 Evaluation of the model's items (pedagogy)

No	Construct: Pedagogy	Participant Score		Total Score	Percentage (%)	Status
		Public	Private			
1	Teaching 'about' entrepreneurship	159	117	276	82.1%	ACCEPTED& SUITABLE
2	Teaching 'for' entrepreneurship	159	116	275	81.8%	ACCEPTED& SUITABLE
3	Teaching 'through' entrepreneurship	160	116	276	82.1%	ACCEPTED& SUITABLE

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To qualify as an instructor for the MSC program, they are required to have an MSC in vocational teaching. This MSC is known as Vocational Training Operation (VTO) level 3. This condition ensures that a person is competent in teaching techniques, responsibility as an instructor, curriculum development, implementation of the trainee evaluation system, and career performance improvement. This qualification is also required in the process of training in the field of entrepreneurship. Looking at Table 4.6, eight (8) items are found under the component of competent instructors. The teaching experts have placed more than 70% marks on all the items, indicating they can be used in the MSC training program.The last component in this model is the support of the industry, which leads to a total of 6 items which can be referred to in Table 4.7. The panel agreed on the applicability of each item in this component based on their experience conducting the MSC training program at accredited centres.

Table 4.6 Evaluation of the model's items (competent instructor)

No	Construct: Competent Instructor	Participant Score		Total Score	Percentage (%)	Status
		Public	Private			
1	Understand the fact that entrepreneurship education is different from business education	158	116	274	81.5%	ACCEPTED& SUITABLE
2	Skilled as an entrepreneur	156	117	273	81.3%	ACCEPTED& SUITABLE
3	Skilled as an entrepreneurship training instructor	155	115	270	80.4%	ACCEPTED& SUITABLE
4	Be open to introducing new methods in teaching entrepreneurship	158	117	275	81.8%	ACCEPTED& SUITABLE
5	Skilled as a facilitator to the coaches	156	117	273	81.3%	ACCEPTED& SUITABLE
6	Practicing the principles of lifelong learning (LLL)	158	119	277	82.4%	ACCEPTED& SUITABLE
7	Experienced in direct involvement in entrepreneurial activities	158	117	275	81.8%	ACCEPTED& SUITABLE
8	Collaborate with the training world environment such as school management, time, colleagues, networking, and ongoing professional development	160	119	279	83.0%	ACCEPTED& SUITABLE

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Table 4.7 Evaluation of the model's items (industry partnership)

No	Construct: Industry Partnerships	Participant Score		Total Score	Percentage (%)	Status
		Public	Private			
1	Collaboration for research and development in various aspects such as curriculum development, competency standards and review period	154	116	270	80.4%	ACCEPTED& SUITABLE
2	Pay attention to the aspect of training facilities	154	112	266	79.2%	ACCEPTED& SUITABLE
3	Creating linkages between training centres and industry for human resource development	162	116	278	82.7%	ACCEPTED& SUITABLE
4	To increase the recognition of the Malaysian Skills Certification System at the global level	160	127	287	85.4%	ACCEPTED& SUITABLE
5	Financial assistance by promoting corporate social responsibility programs	154	121	275	81.8%	ACCEPTED& SUITABLE
6	Provide start -up support and career paths	159	121	280	83.3%	ACCEPTED& SUITABLE

3. CONCLUSION

The NGT technique succeeded in getting the respondents' views about the applicability of an easily stated and organised model. It saves time and can help the researcher get an accurate view because the respondents express their views through questionnaires which any party does not influence. This clearly shows the application of NGT techniques in augmenting research with more variety of methods to answer research questions in the Entrepreneurship Education and Training (EET) field. This study has explained in detail the process of expert verification of elements and then determined the priority position of the elements of the entrepreneurship training ecosystem model based on the collective view of experts. It begins with the formation of elements that need to be included in the model's development until the priority position of the model elements is confirmed based on the collective view expert. By answering the questions of this study, it can be concluded that the technique NGT is an effective decision-making tool through collective agreement in solving an issue or problem. Applying this NGT technique has also helped researchers obtain an expert's view of developing models that will benefit Malaysian Skills Certificate (MSC) trainees in particular. In addition, the researcher found that this technique is very time-saving and very effective in getting results because this technique is based on sources of information from very experienced experts. Accordingly, it is hoped that the results of this training model will trigger the entrepreneurial excellence of MSC trainees in this country.

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