

CROWDFUNDING AS A NEW ALTERNATIVE OF FUNDRAISING FOR ENTREPRENEURSHIP ACTIVITIES IN HIGHER EDUCATION INSTITUTIONS

Abdullah Siti Salwani^{1*}, Mukhtar Dzulkifli², Abdullah Azwan³ and
Abdullah Ahmad Ridhuwan³

¹ Faculty of Entrepreneurship and Business, University Malaysian Kelantan (UMK), Malaysia,
(Email: salwani.a@umk.edu.my)

² Faculty of Entrepreneurship and Business, University Malaysian Kelantan (UMK), Malaysia,
(Email: dzulkifli@umk.edu.my)

³ Faculty of Entrepreneurship and Business, University Malaysian Kelantan (UMK), Malaysia,
(Email: azwan.a@umk.edu.my)

⁴ Faculty of Entrepreneurship and Business, University Malaysian Kelantan (UMK), Malaysia,
(Email: ridhuwan.a@umk.edu.my)

Article history

Received date : 20-6-2022

Revised date : 21-6-2022

Accepted date : 28-6-2022

Published date : 30-6-2022

To cite this document:

Salwani, Dzulkifli, Azwan & Ridhuwan (2022).
Crowdfunding as a New Alternative of Fundraising for
Entrepreneurship Activities in Higher Education
Institutions. *International Journal of Accounting,
Finance and Business (IJAFB)*, 7(40), 95 - 106.

Abstract: *Crowdfunding is a technique that utilizes incremental financial contributions from a 'crowd' of participants to assist entrepreneurs in funding their projects. Crowdfunding serves as a new entrepreneurial finance tool that enables entrepreneurs to access capital more easily. The purpose of this article is to examine a crowdfunding as a tool for entrepreneurship education in Malaysian higher education institutions (HEI). This study aims to better understand the mechanisms underlying the new novel concept of online funding known as crowdfunding by highlighting the crowdfunding activity continuum. Based on prior real-world crowdfunding experiences, which demonstrate how people are progressively supporting and adopting crowdfunding, the potentials of crowdfunding are far greater than anyone anticipated. Early-stage entrepreneurs, particularly those in higher education, benefit greatly from the visibility and financial options provided by crowdfunding since it allows them to fine-tune their concepts, make improvements, and gain experience working with potential backers. To begin, the study discusses the main activities of crowdfunding for entrepreneurship education in Malaysian HEI: (i) pre-crowdfunding activity and (ii) post-crowdfunding activity. Next, within the two broad crowdfunding activities for entrepreneurship education, there are five phases of crowdfunding activities: (i) phase 1: continuous practice when implementing crowdfunding, (ii) phase 2: embrace the use of crowdfunding and nurture it as the culture of the institution, (iii) phase 3: build a strong organizational structure, and support, for the use of crowdfunding as a new source of financing, (iv) phase 4: continuous reviews of current practices, (v) phase 5: continuous monitoring on each level of the organizational hierarchy. Finally, this study discussed the impact of crowdfunding which relates to the current situation and current government campaign which is Value-Based Intermediation (VBI). This study suggests that future research could focus on different study contexts (i.e., secondary education) in Malaysia or other developing countries*

Keywords: *Crowdfunding, Entrepreneur, Entrepreneurship Education, Higher Education Institutions*

Introduction

In recent years, crowdfunding has emerged as a new method for entrepreneurs to raise capital. Since its emergence in year 2000, crowdfunding has gaining attention among governments and policy makers to legitimate crowdfunding as entrepreneurial finance source. When it comes to financing start-ups, established sources such as governments, banks and venture capitalists are the primary sources of funding. Crowdfunding is viewed as a way to bridge the gap between demand and supply (Bruton, Khavul, Siegel, & Wright, 2015). Crowdfunding and other novel financing options (e.g., peer-to-peer lending, micro-lending) are also likely to transform the entrepreneurial finance ecosystem (Mollick, 2014) as well as entrepreneurship education (Voelker & McGlashan, 2013). Using crowdfunding as an example, Voelker and McGlashan (2013) advocated that business schools use it as a platform for entrepreneurial learning. Universities, according to Wieck, Bretschneider, and Leimester (2013), can serve as a platform for connecting investors and entrepreneurs by utilising the concepts of crowdfunding. Universities can use their large community (students, alumni, staff, researchers, partners, and other players) and networks for financing purposes by bringing the crowdfunding concept into the realm of academic institutions (Wieck et al., 2013).

Based on real-case historical crowdfunding experiences, which demonstrate how people have increasingly accepted and adapted crowdfunding, the potential of crowdfunding far exceeds expectations. For example, Pebble Technology is using crowdfunding to fund the development of its E-Paper Watch, with a campaign goal of \$100,000 and a time frame of six months. After 37 days, the campaign has successfully raised \$10,266,845 from 68,929 crowdfunders, earning it the distinction of being one of the most successful projects of the year 2012. In 2015, Pebble Technology chose to use Kickstarter once more to generate funds for its latest version of a smart watch. In just 31 days, the company raised a total of \$20,338,986, exceeding its funding target of \$500,000 by 40.68 per cent and exceeding its funding goal of \$500,000. One such example is that Blocks Wearables, which was able to accomplish its \$250,000 funding goal in less than 56 minutes. The case demonstrates how crowdfunding can provide entrepreneurs that seek to take advantage of this new technology with an almost limitless source of capital.

Additionally, by referring to a recent industry report on crowdfunding published by Massolution, global crowdfunding experienced accelerated growth in 2014, increasing from \$6.1 billion to \$16.2 billion in total amount raised, with the amount raised expected to double in 2015 to approximately \$34.4 billion (source: <http://www.crowdsourcing.org>). Throughout the report, it is demonstrated how the global community has gradually accepted crowdfunding as a new financial technology. As a result, there is a greater need to identify the distinctive characteristics of crowdfunding when compared to previous financial technologies, which is critical in explaining the phenomenon. In general, the rise and accelerated growth of crowdfunding can be attributed to decreasing transaction costs, reputation signalling, and market design of crowdfunding platforms (Agrawal, Catalini, & Goldfarb, 2014). Furthermore, these aspects are linked to the use of the Internet as the primary feature of crowdfunding platforms. The Internet has enabled entrepreneurs to reduce their cost of financing (Agrawal et al., 2014) by improving matching activity between entrepreneurs and investors and lowering the cost of information search and publicity, particularly for remote investors (Macht & Weatherston, 2014). Furthermore, even novice and naïve individuals have wider access to investing opportunities. These economic aspects are critical as a key source for understanding the rise and evolution of worldwide crowdfunding activities, indicating how the general community has increasingly embraced crowdfunding as an alternative financing source for entrepreneurship.

Literature Review

Novelty and Inventiveness of Crowdfunding for Entrepreneurship in Higher Education

Entrepreneurship is regarded as the economic engine of both developed and developing countries, and most countries have made significant investments in entrepreneurship development (Jafarnejad, Abbaszadeh, Ebrahimi, & Abtahi, 2013). Entrepreneurship has been recognized to be able to generate positive impacts in numerous fields (Hytti, Blackburn, Fletcher, & Welter, 2016). For example, the growth of entrepreneurship in a community might result in sustainable employment and economic prosperity (Jafarnejad et al., 2013). Various parties including national representatives and institutes, non-governmental organizations, private sector representatives, and even public are aware of and recognize the potential of entrepreneurship and its positive influence on economic, social, and environmental factors (Hytti et al., 2016). It includes non-profitable organizations such as Higher Education Institutions (Wright, Siegel, & Mustar, 2017; Yusoff, Zainol, & Ibrahim, 2014). The situation provides interesting research development and history of any field associated to the entrepreneurship concept for different countries including Malaysia.

The economies of emerging market countries are growing at considerably faster rates than those of developed countries (Klonowski, 2020). For example, China is expected to surpass the United States as the world's economic powerhouse over the next 10 to 20 years (Klonowski, 2020; Vuving, 2012). On the other side, India is anticipated to develop into one of the world's major private equity markets over the next five years (Klonowski, 2020). A significant driver of this economic "miracle" in many emerging markets is the robust local entrepreneurship (Klonowski, 2020). Entrepreneurs in emerging markets have demonstrated fundamental strength through a strong manufacturing and service orientation, as well as the ability to adapt to economic downturns and changing export conditions, all while looking outward for investment opportunities in the global marketplace (Abor, 2017; Klonowski, 2020). However, flourishing entrepreneurship in these markets remains contingent upon entrepreneurs' ability to raise capital (Denis, 2004; Abor, 2017; Klonowski, 2020). Therefore, entrepreneurs are in need of creating new opportunity to raise capital for their entrepreneurship activities especially entrepreneurs in higher educational level.

There are numerous sources of capital available to entrepreneurs, including angel funding, bank financing, and alternative sources of financing such as government assistance programmes, bootstrapping, family and friend financing, microfinance, or supplier financing, to name a few (Bruton, Khavul, Siegel, & Wright, 2015; Denis, 2004; Klonowski, 2020). However, student business venture face various challenges particularly in funding their businesses due to knowledge gap and lack of creditworthiness. The availability of funds, in general, is considered a crucial factor to induce, or support, business ventures which is cultivated by this group of entrepreneurs (Kim, Aldrich, & Keister, 2006). Recently, there is a disruptive new form of entrepreneurial finance capital known as crowdfunding (Horta, Meoli, & Vismara, 2021; Madden & Choo, 2017). Therefore, this study will explain the availability of new alternative of raising capital which also gives impact to the development of entrepreneurship education in the context of higher education institutions.

This study is primarily focused on the financing alternatives for start-ups and small businesses, especially student entrepreneurs in higher education settings. In part, the problem lies in the lack of inadequate sources of capital for small businesses and business start-ups (Beaulieu et al., 2015) as well as mostly inexperienced students venturing into business in higher education

settings (Cho, Lemon, Levenshus, & Childers, 2019). In contrast to bigger businesses, small businesses and start-ups find that because of their lack of debt history, it is difficult to get equity financing (Voelker & McGlashan, 2013). Additionally, lending institutions prefer older, established businesses with good collateral. Meanwhile, equity channels evidence a preference for a narrow range of business start-ups, usually with experienced entrepreneurs. Whether it is due to their size, lack of business history, or structural obstruction, small businesses and start-ups simply lack the financing options available to larger firms (Voelker & McGlashan, 2013). Therefore, many small business ventures obtain their initial, and ongoing, financing from personal savings, their friends, and families (Cosh, Cumming, & Hughes, 2009). Apart from those resources, entrepreneurs discovered that crowdfunding act as a new alternative of fundraising.

In contrast to stand-alone crowdfunding, higher education focuses on the goals of establishing their crowdfunding site (Marta, 2018). Scholars, for example, pointed out that there are two key foci when it comes to establishing crowdfunding platforms in higher education. The first is to raise funding for small-scale projects that do not necessitate financial assistance from higher education (Ingram et al., 2016; Marta, 2018). Furthermore, it is to expose young alumni to higher education affairs in order to foster charitable values among alumni (Ingram et al., 2016; Marta, 2018). It is intended that contributors among alumni would always provide consistent support, thereby maintaining a positive relationship with higher education (Ingram et al., 2016). Maintaining ties is more vital in order to maintain excellent cooperation with outsiders, particularly past students, and to draw larger contributions in the future (Ingram et al., 2016).

There is a substantial and rising body of data indicating that crowdfunding platforms provide exposure and feasible avenues to financing entrepreneurs' early-stage ideas, where they may sharpen their field, enhance concepts, and learn how to communicate with supporters (Cornell, 2014). Even if a campaign is not successful, the experience gained throughout the crowdfunding project can help to enhance abilities for effectively raising funds, such as marketing, communication, management, risk-taking, and financial planning (Cornell, 2014). More crucially, in the context of higher education institutions, the crowdfunding mechanism can be an excellent new training tool for both educators and students, as entrepreneurship skill sets are essential for entrepreneurs (Cornell, 2014). Crowdfunding may assist instructors in planning and training students for the real world of entrepreneurship, such as how to create a compulsive online business pitching, communicate with possible consumers or investors, and handle entrepreneurship projects (Cornell, 2014).

Practicality and Usefulness of Crowdfunding for Entrepreneurship Activities in Higher Education

Crowdfunding, in addition to being a new entrepreneurial finance option for entrepreneurs, can also be used to communicate with future customers and supporters, providing crucial feedback on the product being created (Cornell, 2014). Furthermore, crowdfunding may allow businesses to emphasise the market potential and benefits available to investors and venture capitalists. Crowdfunding campaigns, in general, have comparable aspects to attract investors, and this process frequently incorporates supporters, such as a full description of the idea or product, financing targets, videos, and social media campaigns (Cornell, 2014). Cornell (2014) stated that all of these factors, including strategy, pitching, finance, marketing, and sales, form the foundation of entrepreneurial talents. To explain all the related elements in crowdfunding campaigns, Figure 1 below shows the details of elements as a proof for entrepreneurial skills.

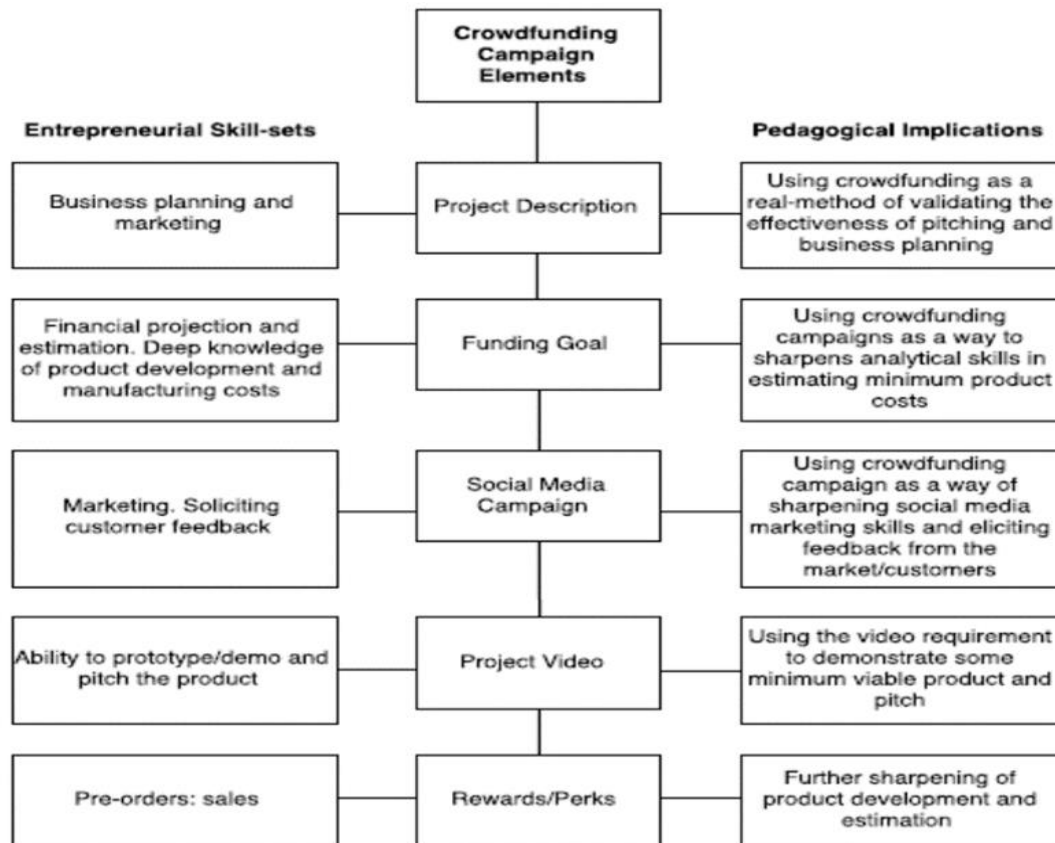


Figure 1: Crowdfunding campaign elements for entrepreneurship education and entrepreneurial skills, adapted from Cornell (2014)

Methodology

To stimulate the study's information requirements, a suitable technique and instruments for data collecting and analysis must be implemented. As a primary research approach, qualitative research allows researchers to create rich portraits of their subjects. A case study approach is utilised in conjunction with semi-structured interviews to achieve the study's objective and purpose. By investigating a new source of entrepreneurial finance for student business initiatives in higher education institutions, five in-depth case studies were used to deduce theory from practise. Thus, the sample for this qualitative data collection methodology was drawn from all five higher education institutions (HEIs) that were recognised as "the Most Entrepreneurial Public University, Private University, Community College, or Polytechnic" in the 2018 Ministry of Higher Education (MoHE) Entrepreneurial Awards (MEA 2018). The institutions were classified into three types: public universities, private universities, and polytechnics. A total of twenty-three informants took part in the in-depth case study, representing at least one to two implementers and two students (representing student business ventures) for each higher education institution visited. The implementers are divided into four groups: the director of the entrepreneurship centre, the originator of social entrepreneurship, the assistant registrar, and the manager of the entrepreneurship centre. The objective for categorising the implementers is to obtain a diversity of opinions and views from different levels of the organisational hierarchy, as well as their experience in implementing entrepreneurial activities. Furthermore, the students are current students who are actively engaged in business, as well as alumni who have been active in business since the time of their studies. Most graduates run their businesses within the university and have direct contact with the implementers. The other four informants are from the industry, policymakers, and the government. The primary goal of interviewing three different groups of informants is to obtain

several sources of information to establish a data triangulation, which aids in increasing construct validity.

According to Yin (2009), case studies are preferable when the researcher wishes to expand and generalise theories (analytic generalisation) rather than simply identify frequencies (statistical generalization). Similarly, Eisenhardt (1989) asserts that there is no universal format for case study analysis. Typically, the procedure begins with the creation of a detailed description of each case, which serves as the basis for developing insights (Eisenhardt, 1989). While Yin (2014) made this point, qualitative data can be collected in a variety of ways. Thus, this study is based on interviews conducted in the sampled higher education institutions. Thus, case study research is a broad research technique that encompasses the development of a theoretical model, the collection of data, the analysis of data, and the design of research models. As a result, the data analysis in this study was carried out using Yin's (2014) five-phase cycle. The researcher employed Yin's structured phase analysis because this phase allows the researcher to maintain a constant focus on the linkage between data collection and research questions. Besides that, Yin suggested that the case study researcher plan for data-analysis steps because this is "one of the least developed aspects" in producing analytic results (Yin, 2014). Yin's five analysis phases are as follows:

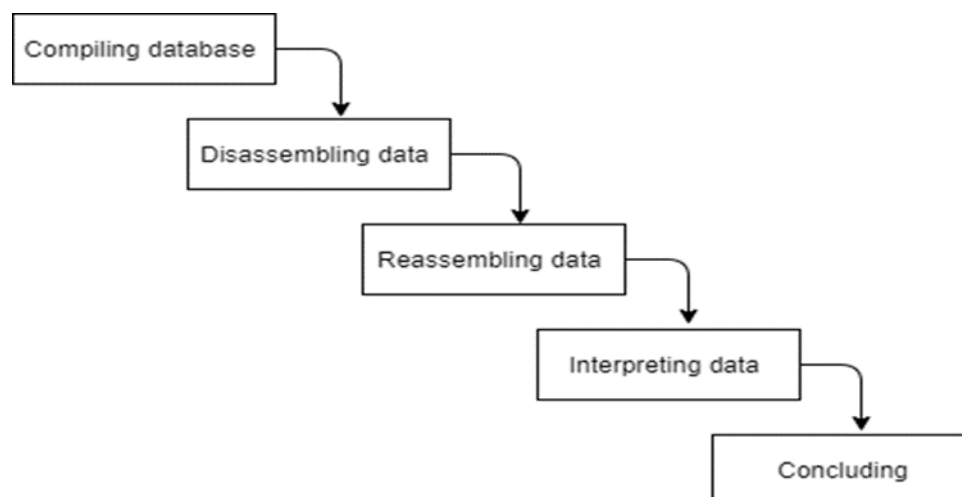


Figure 2: Five-phase cycle of data analysis adopted from Yin (2016)

Due to the researcher's inability to reveal due to privacy concerns, the researcher maintains the strictest confidentiality regarding the personal information of all four higher education institutions (referred to as "HEIs"). As a result, the research that will be conducted will not include the names of the institutions of higher learning.

Findings

Implementation of Alternative Financing using Online Crowdfunding

The lack of funds in Higher Education Institutions has resulted in many projects not being implemented properly. A reduction in funds has also forced top management at Higher Education Institutions to instruct the units under them to seek alternative financial resources. This happened to the management of Malaysian Higher Education Institutions after the government decreed that funds for public university financing would be given out in stages to reduce the dependency of Public Institutions of Higher Learning (IPTA) on government funds. The formula for disbursement is contained in the Malaysian Education Development Plan

(Higher Education) PPPM (PT) 2015-2025 where it is one of the strategies implemented by the ministry to stimulate local Higher Education Institutions to generate their own income. Therefore, it is the responsibility of top management, in all Malaysian Higher Education Institutions, as well as the units under them, to find ways to overcome this issue of a lack of funds. One of the alternatives created by the HEIs includes establishing a mutually beneficial relationship, to network and leverage associations, with their external collaborators (i.e. business people and other agencies). Apart from that, there is an effort to introduce a new alternative source of financing; namely, crowdfunding at the higher education institution level for entrepreneurship purposes, and other purposes, such as repairing facilities, sponsoring student visit programs, and other projects. Therefore, in an effort to achieve the government's goal of increasing the number of graduate entrepreneurs and successfully conducting entrepreneurial activity without relying entirely on government funds, HEIs through their entrepreneurship centers have made crowdfunding a new platform of income generation.

Crowdfunding is an ongoing process that provides advantages to the students, not only for the purpose of raising funds, but it also provides entrepreneurial skill-sets. Basically, there are two types of crowdfunding approaches; namely, online crowdfunding and offline crowdfunding. An online crowdfunding platform, basically, uses the internet or Web 2.0 connection to advertise an entrepreneurship project, while an offline crowdfunding project uses the traditional ways of advertising, like signs, billboards, or ad space about the related project. In order to prepare students for the real world of entrepreneurship, crowdfunding programmes instruct students in the art of pitching their ideas to potential customers and investors online and in the management of their own crowdfunding campaigns. This approach has been practiced in every HEI in carrying out their entrepreneurial activities, including entrepreneurship competitions, creating, and promoting innovative products, and even in presenting the prototypes for the purpose of obtaining capital for commercialization. These activities have also been practiced in the traditional approach to entrepreneurship programs and activities. However, a traditional approach still has limitations in terms of a lack of extensive coverage from the public, which makes it difficult to achieve the main goal, which is to raise funds for commercial purposes. At the same time, crowdfunding provides the same opportunity but gives the advantage of getting funds, not only from the internal community, but also from the crowds around the world.

Table 1: Crowdfunding activity continuum for Entrepreneurship Education in Malaysian Higher Education Institutions (develop by author)

Crowdfunding level (activity continuum)	HEI 1	HEI 2	HEI 3	HEI 4	HEI 5
Pre-crowdfunding	Present	Present	Present	Present	Present
Post-crowdfunding	Present	Present	Present	Present	Not present

Based on the Table 1, there are two levels of the crowdfunding activity continuum; namely, pre-crowdfunding and post-crowdfunding practices, in Malaysian HEIs. The case studies show that four out of five institutions have used an online crowdfunding platform as a new method to generate income for many purposes, such as obtaining student visit program sponsorships, paying for tuition fees, sponsoring competition fees, repairing university facilities, and most recently for their entrepreneurship activities. The study indicates that HEI 1 has taken the great initiative to introduce an online crowdfunding platform as a new method to help their start-ups and spin-offs to acquire funds from the crowd, especially from their own university committees

and alumni, for the purpose of their entrepreneurship programs. However, other HEIs also use the concept of crowdfunding but for purposes other than entrepreneurship. Most of the projects created using this crowdfunding method are because of the initiative of the students, themselves, and not through their entrepreneurship centers. For example, students in HEI 4 through their social entrepreneurship program, used crowdfunding methods for the purpose of raising funds to be channeled to those in need.

However, for offline funding, this concept has also been used before. This is evidenced by the many competitions that have been organized by HEIs that use offline crowdfunding methods for the purpose of obtaining sponsors. For examples, HEI 4 through their social entrepreneurship program employs an offline crowdfunding method to get sponsors from their industry partners and other collaborators. Meanwhile, HEI 3 required their science and technology students to present prototypes in the PRIDE competition to attract supporters, to invest in their projects. Similarly, other HEIs, including HEI 1, HEI 2, and HEI 5, also used the same approach (offline crowdfunding), for many years to get sponsorships from their strategic alliances. Therefore, this crowdfunding approach has been used for years by many HEIs in order to attract supporters, whether they were from an internal or external community.

The crowdfunding activities can be clearly understood by an explanation based on the two levels of the crowdfunding continuum which are pre-crowdfunding and post-crowdfunding. In order to understand further the two levels of the crowdfunding continuum, refer to Figure 2, the study demonstrate the five phases of crowdfunding implementation, for the two levels of crowdfunding (i.e. pre-crowdfunding and post-crowdfunding) in every HEIs. The five phases shows the integration of how HEIs create capabilities (potential) to used crowdfunding as a new alternative source of financing as well as to improve the students entrepreneurial skillsets through crowdfunding in entrepreneurship education: (1) continuous practice in implementing crowdfunding; (2) embrace the use of crowdfunding and nurture it as the culture for the institution; (3) build a strong organizational structure and support the use of crowdfunding as a new alternative source of financing; (4) continuous reviews on current practices; and (5) continuous monitoring on each level of organizational hierarchy.

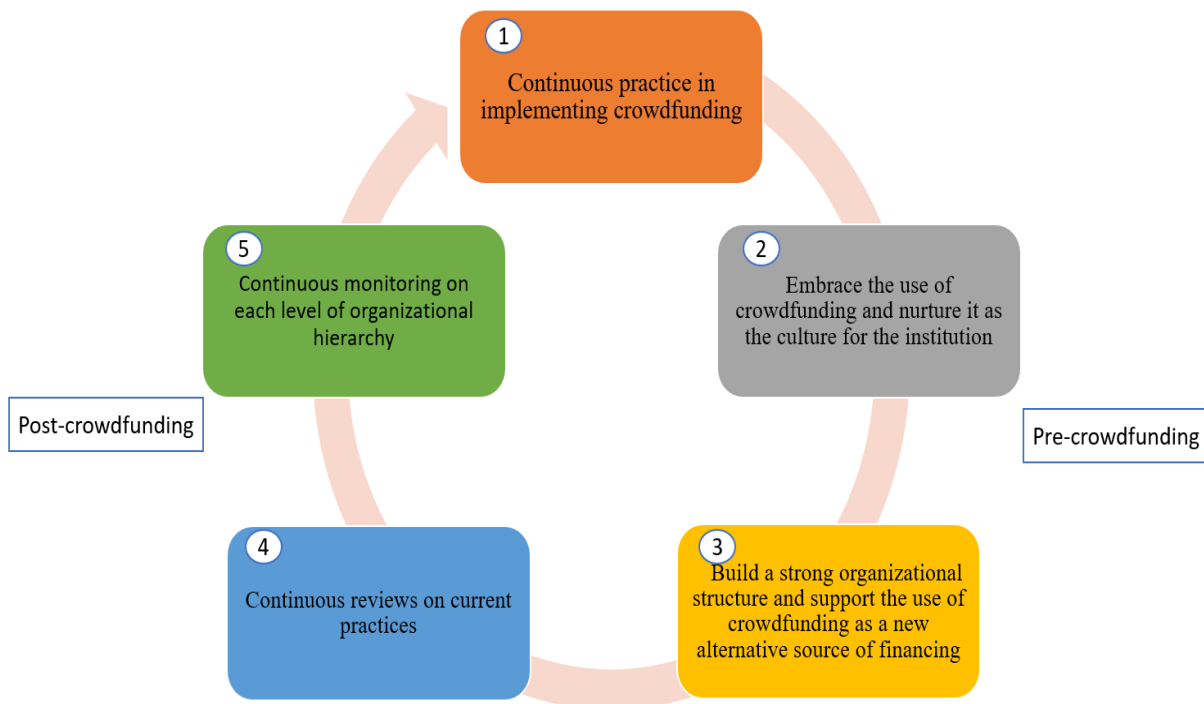


Figure 2: Five phases of crowdfunding activity continuum for Entrepreneurship Education in Malaysian Higher Education Institutions (develop by author)

Discussion

Market and Commercial Potential

Crowdfunding offers many advantages to entrepreneurial individuals, whether they are experienced or young entrepreneurs. Crowdfunding is also expected to have an important role for promoting entrepreneurship and innovation activity, stimulate economic recovery and growth, and creating more jobs (Jegeleviciute & Valanciene, 2015). Due to these advantages, many governments seek ways to promote crowdfunding as an alternative for entrepreneurial finance. For example, Malaysian government through its arm, the Securities Commission of Malaysia had circulated the public consultation paper in August 2014 on the proposed crowdfunding regulatory framework. This action was taken to find the best regulatory framework for crowdfunding to be operated in Malaysia financial regulatory environment and demonstrate the Malaysian government effort to promote crowdfunding.

According to what has been demonstrated, crowdfunding offers several advantages to entrepreneurs and investors, while also supporting governments in filling the funding gap for entrepreneurial financing. Because of the novelty of crowdfunding (Ordanini et al., 2011; Jegeleviciute & Valanciene, 2015), its dynamic nature (Kuppuswamy & Bayus, 2015; Mollick, 2014), and the difficulties associated with regulating the industry (Bruton et al., 2015), extensive research should be conducted in order to gain a better understanding of the phenomenon and successfully formulate the best guideline that is appropriate for the country's environment (e.g., rules and regulations, norms of people, and the aspirations of the government).

Impacts to Environment and Society

This study relates to the current situation and current government campaign which is Value-Based Intermediation (VBI). As a result, the VBI serves as a model for other financial institutions interested in incorporating environmental, social, and governance (ESG) risk factors into their own risk management systems. The VBI intends to make it easier to put in place an impact-based risk management framework for reviewing finance and investment activities, including crowdfunding financing, in developing countries. Value-based intermediation (VBI) aims to deliver the intended outcomes of Shariah (Islamic law) through practises, conduct, and offerings that have a positive and long-lasting impact on the economy, community, and environment, while also meeting the long-term interests of shareholders and generating sustainable returns. Value-based intermediation (VBI) aims to achieve the expected outcomes of (Islamic Law) through activities, actions, and services that have positive and long-lasting effects on the economy, society, and environment, while also maximising the long-term interests of shareholders and generating sustainable returns.

It is the reliance of VBI on Shar'ah in the formation of its values, moral compass, and priorities that distinguishes it from current initiatives such as ESG, Ethical Finance, and Sustainable, Responsible Impact Financing (SRI). VBI is affiliated with the Financial Technology (Fintech) industry, which includes crowdfunding initiatives. The VBI has been highlighted as one of the new concept which give impact to the economy, social and governance (ESG) adopted in fintech and crowdfunding. For example, as revealed in the Ethis Islamic Crowdfunding Report, the world's first Real Estate Islamic Crowdfunding platform (EthisCrowd.com) would have a substantial positive influence on society and would be the world's first platform of its kind (Umar, 2019). In addition, the deployment of a crowdfunding platform encountered a number of difficulties, ranging from comprehending and aligning with multiple parties, including stakeholders, regulators, and project owners, to overcoming technical difficulties (Umar, 2019). This shows that, implementing crowdfunding requires support from many parties and needs to follow proper governance. Although this study does not focus on Islamic crowdfunding, the implementation of crowdfunding has an impact on the current situation and government campaign, according to a previous study. As a result, crowdfunding appears to have had an impact on the VBI's economic, social, and environmental elements.

Conclusion and Recommendation

By revealing various crowdfunding activities and considering the capabilities of HEIs to carry out implementation activities and their relevance to HEIs' successes when implementing crowdfunding, this study provides a deeper and more credible understanding of how crowdfunding serves as a viable source of financing for student entrepreneurs in HEIs. This study outlines its substantial qualitative study using a case study approach that provides a rich picture of crowdfunding in the context of Higher Education Institutions. Through analysis across these studies, this study presents a detailed account of the elements of crowdfunding implementation, specifically in the higher education institution's environment, the crowdfunding activity continuum, which unites all of them within a coordinated understanding of crowdfunding for Malaysian Higher Education Institutions.

This research is based on a case study technique, which allowed the researcher to examine each of the five higher education institutions in depth. This approach, on the other hand, raises the question of whether the selected HEIs are typical of HEIs in general. If future investigations progress in this direction, it is possible that they will include a quantitative analysis that will, possibly, expand upon the ideas that were highlighted in this study. Future studies should add more case study research to further our understanding and overcome the limitations of a small

number of cases analysed because the objective was to perform explanatory research in the first place. It is possible that future research will concentrate on other study situations (for example, secondary education) in Malaysia or other developing countries.

Acknowledgement

This research was supported by the Fundamental Research Grant Scheme (FRGS), Ministry of Higher Education Malaysia [grant numbers: FRGS/1/2017/SS03/UMK/03/7]

References

- Agrawal, A., Catalini, C., & Goldfarb, A. (2014). Some Simple Economics of Crowdfunding. *Innovation Policy and the Economy*, 14(1), 63–97. <https://doi.org/10.1086/674021>
- Abor, J. Y. (2017). *Entrepreneurial Finance for MSMEs*. Cham: Springer International Publishing.
- Bruton, G., Khavul, S., Siegel, D., & Wright, M. (2015). New Financial Alternatives in Seeding Entrepreneurship: Microfinance, Crowdfunding, and Peer-to-Peer Innovations. *Entrepreneurship Theory and Practice*, 39(1), 9–26. <https://doi.org/10.1111/etap.12143>
- Beaulieu, T., Sarker, S., & Sarker, S. (2015). A Conceptual Framework for Understanding Crowdfunding (Vol. 37)
- Cho, M., Lemon, L., Levenshus, A. B., & Childers, C. C. (2019). Current students as university donors? Determinants in college students' intentions to donate and share information about university crowdfunding efforts. *International Review on Public and Nonprofit Marketing*, 26(9), 1113. <https://doi.org/10.1007/s12208-018-00217-9>
- Cornell, C. J. (2014). Crowdfunding: More than money jumstarting university entrepreneurship. *NCIIA*
- Cosh, A., Cumming, D., & Hughes, A. (2009). Outside Entrepreneurial Capital. *The Economic Journal*, 119(540), 1494–1533. <https://doi.org/10.1111/j.1468-0297.2009.02270.x>
- Denis, D. J. (2004). Entrepreneurial finance: An overview of the issues and evidence. *Journal of Corporate Finance*, 10(2), 301–326. [https://doi.org/10.1016/S0929-1199\(03\)00059-2](https://doi.org/10.1016/S0929-1199(03)00059-2)
- Eisenhardt, K. M. (1989). Building Theories from Case Study Research. *The Academy of Management Review*, 14(4), 532. <https://doi.org/10.2307/258557>
- Horta, H., Meoli, M., & Vismara, S. (2021). Crowdfunding in higher education: Evidence from UK Universities. *Higher Education*, 58(6), 36. <https://doi.org/10.1007/s10734-021-00678-8>
- Hytti, U., Blackburn, R., Fletcher, D., & Welter, F. (Eds.) (2016). *Entrepreneurship, Universities & Resources: Frontiers in European Entrepreneurship Research*: Edward Elgar Publishing
- Ingram, C., Vaast, E., & Teigland, R. (2016). Corporate Crowdfunding: Does Being Part of a University Affect a Platform's Operations? *AWAII International Conference on System Sciences*, 4606–4613. <https://doi.org/10.1109/HICSS.2016.572>
- Jafarnejad, A., Abbaszadeh, M. A., Ebrahimi, M., & Abtahi, S. (2013). Analysis of barriers to entrepreneurship in Small and Medium-sized Enterprises (SMEs). *International Journal of Academic Research in Economics and Management Sciences*, 2(4). <https://doi.org/10.6007/IJAREMS/v2-i4/155>
- Jegeleviciute, S., & Valanciene, L. (2015). Comparative Analysis of the Ways Crowdfunding is Promoted. *Procedia - Social and Behavioral Sciences*, 213, 268–274. <https://doi.org/10.1016/j.sbspro.2015.11.536>
- Klonowski, D. (2020). *Entrepreneurial Finance in Emerging Markets*. Cham: Springer International Publishing
- Kuppuswamy, V., & Bayus, B. L. (2015). Crowdfunding Creative Ideas: The Dynamics of Project backers in Kickstarter. *SSRN Electronic Journal*. Advance online publication. <https://doi.org/10.1007/s13398-014-0173-7.2>

- Lau, K. L., Chew, B. C., Maliki, A., & Hafizuddin, H. (2017). Crowdfunding for Academic Projects: A Case in Public Universities of Malaysia. *Journal of Advanced Manufacturing Technology*
- Macht, S. A., & Weatherston, J. (2014). The benefits of online crowdfunding for fund-seeking business ventures. *Strategic Change*, 23(1-2), 1–14. <https://doi.org/10.1002/jsc.1955>
- Madden, R., & Choo, K. G. (2017). Crowdfunding Malaysia's Sharing Economy: Alternative Financing for Micro, Small and Medium Enterprises. *Asian Institute of Finance (AIF)*
- Marta, T. (2018a). The use of crowdfunding in entrepreneurship education in higher education institutions, 17(44). <https://doi.org/10.17399/HW.2018.174406>
- Mollick, E. R. (2014). The Dynamics of Crowdfunding: An Exploratory Study. *Journal of Business Venturing*, 29(1), 1–16. <https://doi.org/10.1016/j.jbusvent.2013.06.005>
- Ordanini, A., Miceli, L., Pizzette, M., & Parasuraman, A. (2011). Crowdfunding:: Transforming Customers Into Investors Through Innovative Service Platforms. *Journal of service management*
- Umar, M. (2019). Ethis Islamic Crowdfunding Report. *Ethis Crowd*. <https://cdn2.hubspot.net>
- Valanciene, L., & Jegeleviciute, S. (2013). Valuation of Crowdfunding: Benefits and Drawbacks. *Economics and Management*, 18(1), 39–48. <https://doi.org/10.5755/j01.em.18.1.3713>
- Voelker, T. A., & McGlashan, R. (2013). What is Crowdfunding? Bringing the Power of Kickstarter to Your Entrepreneurship Research and Teaching Activities. *Small Business Institute Journal*, 9, 11–22
- Vuving, A. L. (2012). How China's Economic Growth Will Shift the Sino-U.S. Balance of Power, 2010–2040. *Asian Politics and Policy*, 4
- Wieck, E., Bretschneider, U., & Leimester, J. M. (2013). Funding from The Crowd: An Internet-based Crowdfunding Platform to Support Business Set-ups from Universities. *International Journal of Cooperative Information Systems*, 22(03), 1340007. <https://doi.org/10.1142/S0218843013400078>
- Wright, M., Siegel, D. S., & Mustar, P. (2017). An emerging ecosystem for student start-ups. *The Journal of Technology Transfer*, 42(4), 909–922. <https://doi.org/10.1007/s10961-017-9558-z>
- Yusoff, M. N. H., Zainol, F. A., & Ibrahim, M. D. (2014). Entrepreneurship Education in Malaysia's Public Institutions of Higher Learning—A Review of the Current Practices. *International Education Studies*, 8(1). <https://doi.org/10.5539/ies.v8n1p17>
- Yin, R. K. (2009). Case study research: Design and methods / Robert K. Yin (4th ed.). Applied social research methods: Vol. 5. London: Sage.
- Yin, R. K. (2014). Case study research: Design and methods / Robert K. Yin (Fifth edition). Los Angeles: Sage.