

CAMPUS ENTREPRENEURIAL IDEAS AS A CATALYST FOR STUDENTS FUTURE CAREERS

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Abstract

Campus entrepreneurial ideas were realizing in UiTM Kedah Branch Campus as part of the initiative to develop creativity, innovative, adaptable, and lateral thinking in producing the high quality demand of graduates. Within the Malaysian government initiative, the Action Plan of Malaysian Higher Ministry Education were alluring in enhancing The Higher Education Entrepreneurship Development Policy with the initial intent of achieving high-quality human capital, equipped with entrepreneurial thinking, attributes, and values, hence to produce more graduate entrepreneurs to act as catalysts for economic transformation which benefit an individual and society. Inspired by this action, UiTM Kedah management has taken its step by promoting entrepreneurship as one of the focusing activities through several initiatives such as night market, car boot sale, push cart, alumni business incentive, training by caterer providers, kiosk, and international wholesale programs. However, students merely recognize these positive initiative by practicing as entrepreneurs during their studies and resulted in job hunting for private or government sector after graduated. The prospect of entrepreneurial ideas within campus environment were explore in regards what are the initiative that has been done and the possible potential areas in entrepreneurship to be explore. The intention of this paper is to outline the achievement and possible action to stimulates entrepreneurial awareness and recommend some insights into how campus can develop entrepreneurship activities. Suggestions are then made as a way forward in assessing entrepreneurial awareness and action among graduates whom will be a player in realizing successful economic nation.

Keywords: Future careers; entrepreneurial ideas; creative entrepreneurs; entrepreneurial awareness

INTRODUCTION

Malaysian universities are responding to the government initiative by encouraging graduates to take up or consider entrepreneurship as one of their potential career path. Within this initiative, the Malaysian government has identified entrepreneurial activity as a catalyst for economic growth and capacity building to enhance the

innovation, creativity and competitiveness in this country. The conversion from a knowledge economy to innovation economy is hoped to transform Malaysia to become a developed and high-income country by the year 2020. However, to achieve this aspiration, it requires the support of quality human capital and competitive. In this context, the ministry believes it is significant for students in higher education to be exposed and implemented with the values and entrepreneurial skills. The skills include leadership, innovation, creativity, resilience, competitiveness, self-reliance, risk measure and the ability to identify the opportunity and creation (Ministry of Malaysian Higher Education, 2007).

Entrepreneurship Development Policy Institutions of Higher Learning were launched in 2010 in order to promote education and entrepreneurial development among higher institutions in Malaysia. The policy driven is expected to generate more graduates equipped with high values, thinking and entrepreneurial attributes. In addition, its driven to increase the quantity of entrepreneurs among graduates by engaging them in actual business as a catalyst for achieving economic transformation from middle to high-income economy whilst producing academicians equipped with values, skills, thoughts, and attributes of entrepreneurship (Malaysian Higher Education, 2007). Entrepreneurship educations were listed as an important component in generating a Malaysian society with creative and innovative attitude or mind as envisaged under the Human Capital development Plan Innovation. It is seen as significant in improving the employability of graduates and achieving the government aspirations in improving the welfare and the ability of community by reducing the gap between the rich and poor within urban and rural communities.

Alongside with this initiative, The Action Plan of Malaysian Higher Ministry Education in enhancing The Higher Education Entrepreneurship Development Policy with the primary goal of generating high-quality human capital, equipped with entrepreneurial thinking, attributes, and values, hence to produce more graduate entrepreneurs to act as a catalyst for economic transformation. In realizing this vision, the government expected the creative content industry as one from the sources to contribute at least RM33 billion towards the Gross National Income (GNI) by the year 2020. The improvement was seen as this industry has contributed RM9.4 billion equivalents to 1.27 per cent of the GNI with a workforce of 45,000 in 2008. It gradually increased to 5.8 per cent with a workforce of 100,000 in year 2010 (Bernama, 2016). Entrepreneurship has become a Critical Agenda Project under the Strategic Plan for Malaysia Higher Education. The Entrepreneurship Development policy for Institution of Higher Learning was introduced in 2010 to promote well-planned and holistic entrepreneurship development in Institution of Higher Learning. Among the others aims in the policy is to promote a conducive environment and ecosystem in university through the establishment of more students' cooperative in entrepreneurial activity.

ENTREPRENEURIAL CAMPUS

Entrepreneurship education is a course of action formulated to develop individuals' mindset in entrepreneur expertise activities and possibilities. It promotes innovation, creativity and effectiveness to motivate economic improvement (Ghafar, Harun, Khir, & Sidek, 2012). Gibb (Gibb, 1987) as cited in Ui Wei Lii (Lii, 2006) argued that to develop entrepreneurs, the focus of the education system needs to be shifted away from the traditional to "the entrepreneurial" as in Table 1. This is supported by Timmons (Timmons, 1989) who added that entrepreneurship is the competency to construct and initiate something from practically nothing.

Table.1. Traditional versus entrepreneurial focus

Traditional focus on	Entrepreneurial focus on
The past	The future
Critical analysis	Creativity
Knowledge	Insight
Passive understanding	Active understanding
Absolute detachment	Emotional involvement
Manipulation of symbols	Manipulation of events
Written communication and neutrality	Personal communications and influence
Concept	Problem or opportunity

Entrepreneurship in education and training as suggested by Jamieson (Jamieson, 1984), can be ranked in three different ways: education "about" enterprise (i.e. awareness construction), education "for" enterprise (i.e. the establishment of impassioned entrepreneurs for business set-up), or education "in" enterprise (i.e. growth and evolvement cultivation for established entrepreneurs). According to Timmons (Timmons, 1989), entrepreneurship is the ability to create and build something from practically nothing. It includes the establishing, engaging, performing, and building a company or business. Supported by Curran and Stanworth (Curran & Stanworth, 1989), entrepreneurship is the process of creating something different from products or services in the market where one new economic entity centered on a novel product or service. As suggested by Guerrero, Urbano, Cunningham and Gajón (2018), universities has becoming a center of knowledge-intensive environments which nurture entrepreneurship among students.

Table 2. Entrepreneurial activities in UiTM Kedah in 2018

No	Activity	Date	Places	Objective	Involvement
1	1Met 5.0 Bootcamp	22 Mar 2018	Alor Setar	Apply National Blue Ocean Strategy NBOS in business	35 persons
2	ASEAN Virtual Business Plan Competition	31 Mar 2018	Accounting Research Institute	Exposure and opportunity in business at international level	18 persons
3	Carnival Convocation Sales 88th	9 Apr 2018	Perdana Hall	Opportunity for internal club in business activity	4 clubs
4	Mini Alumni Carnival Convocation 88th	8 & 9 Apr 2018	Academic Courtyard	Opportunity for alumni in business activity	10 persons
5	Usahanita Sales Carnival	16 – 19 Apr 2018	Academic Courtyard	Opportunity for student to involve in business activity	65 persons
6	Bazaar Ramadhan	20 May – 12 June 2018	MASMED Walk	Opportunity for student and outsiders to involve in business activity during Ramadhan	6 persons
7	Entrepreneur Development Program (<i>Mjies café & Bujang Fried Chicken</i>)	Semester Mar – June 2018	MASMED Walk	Entrepreneurial Training for students interested in business with external entrepreneur guides	40 persons
8	Street Retailing Push Cart	Semester Mar – June 2018	Academic Courtyard	Opportunity for student club to register and involve in business activity	45 persons
9	Kiosk Fast Track MASMED	Semester Mar – June 2018	Administration Block	Opportunity for entrepreneurial club to involve in business activity	10 persons
10	Mindset Changemaker Moduls – Design Thinking	14 July – 8 August 2018	Classroom	Teaching on business opportunity and practice by teaching and learning activity	1800 persons
11	Online Entrepreneurial Lecture	6 Aug 2018	Perdana Hall	Motivational courses on online business	1800 persons
12	Online Entrepreneurial workshop for Staffs	27 – 28 Sept 2018	Lab 6	Online business exposure	60 persons
13	Entrepreneurial Cultural Visit	20 Sept 2018	Spritzer Factory, Coffee Factory	Industrial factory visit for exposure	35 persons

14	Edu Tourism Carnival	6 – 7 Oct 2018	Perdana Hall	Promote tourism product to tourist	250 persons
15	Carnival Convocation Sales 89th	29 Oct 2018	Perdana Hall	Opportunity for internal club in business activity	20 persons
16	Mini Alumni Carnival Convocation 89th	28 - 29 Oct 2018	Academic Courtyard	Opportunity for alumni in business activity	8 persons
17	Social Entrepreneurship Project	30 Oct 2018	<i>Kampung Bujang</i>	Opportunity for students in business activity (preloved items)	6 persons

UiTM students throughout the academic session have to enroll in the entrepreneurship subject of ETR300/ENT300 to learn entrepreneurial knowledge and planning to mock up their business plan as practical as well as in theoretical classes. Students needed to come out with an idea during their classes and identified fresh new business ideas as their business project. This activity will equip student with the basic knowledge of business registration, managing and marketing their business. In spite of this earlier advantage through their syllabus, graduates merely recognize this opportunity to develop their own business after graduates (Hashim, Yusoff, & Mohamed Ghazali, 2016). This end up with lack of graduates whom focusing their career in entrepreneurship. Considering the lack of student focusing in this area, UiTM Kedah management considered this opportunity through an initiative to stimulate entrepreneurial interest among students by giving them a chance and platform to practice entrepreneurial activity during their studies as part of their financial support and programs benefit.

Among the initiatives that have been encouraged and executed by UiTM Kedah in year 2018 were listed in Table 2. The activity was conducted within the club initiatives and involved group of peoples to ensure its effectiveness and the sales margin were at higher level. Usually the sales carnival will be organizing accordingly to the event date or program as part of the activity in order to encourages participants or public to visit the event.

CHALLENGES AND OPPORTUNITY

Entrepreneurship in general as stated by Shane and Venkataraman (2000), whether it social or otherwise, demand two fundamental elements: an entrepreneurial opportunity and an individual who act as an entrepreneur who perceive and seizes the opportunity (Baumol, 2010). Supported by Ney, Beckmann, Graebnitz and Mirkovic (2014), entrepreneurial opportunities emerge from social contexts. In order to succeed, the entrepreneur itself or someone who want to become the entrepreneur urged to perceive opportunities as such and design innovations that exploit the potential for social change.

Inspired to stimulates entrepreneurial interest and awareness among students, UiTM Kedah management has taken its step by promoting entrepreneurship as club activity and individual involvement through several initiatives such as night market, car boot sale, push cart, alumni business incentive, training by caterer providers, and international wholesale programs. The aims of these initiative is to promote a conducive environment and ecosystem in university through the establishment of more students' cooperative in entrepreneurial activity while studying and as a first step for their career in entrepreneurship.

Club activity were organized and approved by the organizer through students welfare unit and the arrangement and organizer will conduct the activity or programme to generate income to support their club activity. The financial flow will be monitored through a report submitted after the programme. Individual participant in entrepreneurial activity were advertised and the participant willingly register and actively involve in the business. Business involves with food and preparation will considered the participants to take a medical injection as vaccin to protect the quality of food and also prevent the health problem among customers. This will ensure all the necessary guidelines and procedures were followed according to the health law. Night market activity were conducted every once a week inside campus. This activity will promote a better healthy and safety food for the customer as all the guidelines will be ensured followed by the organizer. International wholesale programs were organized by a group of students in club through a visit to popular business destination such as Ho Chi Minh in Vietnam, Guangzhou in China and Bandung in Indonesia. The participants will spend their budget on several product which is potential to be sell in campus and the profit will goes to the participants and club savings. This activity will encouraged the participants to continuous business networking and further diversify their future product sales.

Caterer providers in the campus were conduct a training to the participants as a program to encouraged students to learn and work during their studies. This opportunity will stimulate their awareness and helping their financial problems during their studies. It allowed their commitment to schedule accordingly to their timetable and wouldn't affect their classes. Currently, there are two caterer providers whom willingly to take part in this programs and involves 40 students as apprentices in this initiative. The other initiatives conducted in UiTM Kedah such as car boot sale, push cart, and alumni business incentive were handle continuously according to the participants and event. The profit gain from the activity will goes to the participant and organizer as part of their contribution in the entrepreneurial activity. The activity and initiatives still continuously brainstroms to provides more spaces and opportunity in entrepreneurship activity which could be benefit to the students.

In order to continuously supported the activity, the program needs to attract consumer and the entrepreneur need to seek a creative and innovative product as their goods to fulfill consumer demands. Beside gap in generation interest, style and trend, and quality and workmanship as factors that affected the sales, the urge to find new products or services will be the main challenges for graduates or

students to carry on the entrepreneurial activity.

CONCLUSION

Entrepreneurial ideas within campus environment proves to be achieved successfully if the collaboration among participants and providers were handle organizely. The achievement of this initiatives will stimulates entrepreneurial awareness among students as well as future intakes. These initiatives were considered as part of contribution from the management for students to fully utilizes the opportunity to develop themselves in entrepreneurship. However, in order for them to become succesful entrepreneur, they need to compete and creative enough to survive in their business journey. Creative and innovation aspect will assured them to sustain and continously survives in the market. The potential of proposed international collaboration in the area of entrepreneurship will encourage more creative entrpereneur and innovation idea to be merge and develop as future continuous linkages between both universities and countries.

According to Howkins (Howkins, 2002), creative entrepreneur is someone who uses their creativity to unlock the wealth that lies within themselves. He added that the difference between creative entrepreneur and noncreative individuals rely on function of financial preferences, as in most industries an individuals need capitals to develop a business. The entrepreneurial approach should concentrate on five main characteristics, including: vision, focus, financial acumen, pride, and urgency (Howkins, 2002). This is supported by Ball (Ball, 2003), who identified basic requirements for creative individuals including: excellent in communication skills, networking and team approaches to entrepreneurial tasks in order to success.

The achievement of this initiatives depends on the participants itself. Without discipline and knowledge to survive in the entrepreneurial activity during their studies, the participant wouldn't practice continuously after they graduates as their career. However, the management only provides the platform which would be easier for them to start and its future will depends on the readiness of the graduates to practice the knowledge and experience through the networking and linkages.

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