

A Study on the Entrepreneurial Activities by UTM Student for the Year 2018

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ABSTRACT

The student entrepreneurship clubs and student college committees in public universities (UA) are responsible for conducting entrepreneurship programs. The planned activities aimed to expose the students to entrepreneurial matters and to enhance student's entrepreneurship skills. Therefore, a study in accessing the effectiveness of the conducted entrepreneurship program in UTM's residential colleges is very crucial. In this study, data collection involves a descriptive study that refers to "Balance Scorecard 2019/2020, colleges 9 & 10 UTM Johor Bharu that underlines the program's effectiveness by four main criteria:

financial, participation, internal processes, and program capabilities criteria. The authors interview some members of the entrepreneur club to obtain the required data. The result shows that the conducted entrepreneurship program directly instils UTM undergraduate students with entrepreneurship knowledge and enhances their entrepreneurial skills. However, students can also be exposed to e-entrepreneurial activities that leverage the latest technology in a broader market.

Keywords: *Entrepreneurial Activities, student residential colleges in UTM, Balance Scorecard 2019/2020.*

1. INTRODUCTION

Following the Global Financial Crisis, many Malaysian graduates are currently facing difficulty in securing their first job. Back in 2018, while global unemployment is slightly better than in 2017, in Malaysia, youth unemployment is at a staggering 10.8%, almost triple from the total unemployment rate [1]. In 2019, according to Leo [2], the majority of these were from the social science, business, and law group, followed by the engineering, manufacturing, and construction group with the least are from the agriculture and veterinary group and education group. Hanapi and Nordin [3] argued that this is due to the current educational system and the skillset offered by graduates themselves. Provide real exposure to the students in their development towards entrepreneurship. On the other hand, Cinar, Hienkel and Horwitz [4] identified, that knowing an entrepreneur, perceiving an opportunity, and having the related skill are among the factors for individuals to be involved in entrepreneurship. Although their sample data is from Africa and Europe, the result can be expected similar globally.

To combat this unemployment issue, Herman [5] stresses that the solution is through entrepreneurship; hence there is now a need for supporting institutional environments like universities and residential colleges and highly motivated individuals. In the environment aspect, Bustamam, Mutalib and Yusof [6] suggested an increase in entrepreneurial

training and programs and provided facilities for students to start a business on campus. According to them, this will

1.1. Related Work

By definition, entrepreneurship is an attitude that reflects an individual's motivation and capacity to identify an opportunity and to pursue it, in order to produce new value or economic success [7]. On the other hand, Mokaya, Namusonge and Sikalich [8] link entrepreneurship to the motivation to take risks, start-up, and sustain a profitable, goal-driven business venture. From the definitions mentioned above, it can be implied that an entrepreneur can be seen as someone who takes risks, innovative, organizes, and manages the resources of an enterprise to make profits [9].

1.1.1. Planned behaviour to embark entrepreneurial attitudes

According to the theory of planned behavior as shown in Figure 1.1, an individual's attitudes impact their behavior via intention. There are three fundamental attitudinal antecedents of intent: personal attitude toward the behavior perceived social norm, and perceived behavioral control (self-efficacy) [7]. In general, attitudes can be defined as "a learned tendency to respond in a consistently favorable or

unfavorable manner concerning a given object" [10]. They are relatively less stable than personality traits and can be changed both across time and across situations in virtue of the individual's interaction with the environment. Therefore, entrepreneurial attitudes may be influenced by educators and practitioners.

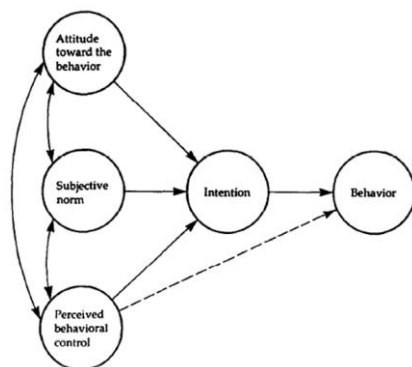


Figure 1 Theory of Planned Behaviour

From the theory above, the university environment has already been accepted as an enabling factor and emerged as an intent predictor as a part of the environmental context that influences entrepreneurial attitude and behavior [10]. Franke and Lüthje [11] reported that academic context is an essential part of the students' environment, as universities can shape and encourage entrepreneurial intentions. University activities of initiation, development, and support somehow "trigger" students' intentions to become entrepreneurs and prompt them toward more ambitious start-up plans. Schwarz, Wdowiak, Almer-Jarz and Breitenacker [10] found that a positive perception of university actions to foster entrepreneurship will leads to a stronger willingness to start up their own business in the future. University courses on entrepreneurship and small business management, and platform located on campus, appear to be a central role in waking students' enthusiasm and interest in business ownership. One of the factors that influence the students' career decision and interest in becoming an entrepreneur in the future is that the support received from the university environment. The US students believe that the lectures provide knowledge and skills on entrepreneurship [11]. Much empirical research on education enhances students' entrepreneurial efficacy and encourages and supports them to start-up their own business. According to Wilson, Kickul and Marlino [12], education will enhance students' entrepreneurial efficacy, such as opportunity seeking, resource assembling, and leading the business to success through attitude, knowledge, and skills to them. Education also enhances students' entrepreneurial efficacy and can also learn in students' activities, business plan during a real small business, and increase their desirability to start-up a new venture [13]. With entrepreneurship-related courses and training given also increase the university students' entrepreneurial intention and entrepreneurial efficacy.

1.2. Paper Structure

The rest of the paper is organized as follows. 2 mentions the work methodology, which focuses on four criteria as underline in a Balance ScoreCard. Section 3 presents data and results obtained from the interview conducted, and the paperwork and report examined. Section 4 gives the conclusion of the effectiveness of the entrepreneurship program conducted.

2. METHODOLOGY

This section highlights this study's methodologies in evaluating the effectiveness of the conducted entrepreneurship program by public universities' student residential college committee. This paper refers to a scoredCard, namely Balance Scorecard 2019/2020, colleges 9 & 10 UTM Johor Bharu that underline the program's effectiveness by four main criteria. An interview is then conducted to obtain data on the set target's attainment for each objective in a particular criterion. Some paperwork and reports of the conducted programs were also accessed to gain more data. At last, the evaluation and analysis processes were conducted.

2.1 Balance Scorecard 2019/2020, Colleges 9 & 10 UTM Johor Bharu

The Balance ScoreCard 2019/2020 of the SCC, College 9 & 10 details out 1) criteria, 2) strategic objective/s of specific criteria, 3) step to achieve the strategic objective/s, and 4) target/sub-objective for each step. The focused four criteria are financial, customer, internal process, and program capability. The element consists (a) criteria, (b) strategic objective/s, (c) set step for objective, and (d) target (sub-objective) for each set step in (c).

The detail of each criterion are as follows:

1a) Financial criteria: 1b) The strategic objectives are i) To increase the income and ii) to reduce the expenses. 1c) The step for objectives (i) and (ii) are set the target income generation and set the percentage of cost savings, respectively. 1d) The targets for each step are • total revenue, • total profit (profit, profit margin, ROI), and • participant's sales versus sales targets.

2a) Customer (student): 2b) The strategic objectives are i) To enhance and increase the programs that meet the needs of students and ii) to increase students' confidence in the administration and management of the club. 2c) The step for objectives (i) and (ii) are meeting the needs and desires of students for the conducted program and Student satisfaction index. 2d) The targets for each step demographics of participants (gender, year, and level of study).

3a) Internal processes: 3b) The strategic objectives are i) To increase the various impactful programs and ii) to improve the efficiency of program management. 3c) The step for objectives (i) and (ii) are organizing new programs according to the needs and category of students and set a

guideline for an Efficient Program Management and competency index for management of club program, respectively. 3d) The targets are achieving of the objectives (70% of the program's objectives achieved).

4a) Capability of program/organization: 4b) The strategic objectives are i) To improve the knowledge and skills of club members, ii) to improve the technology used in administration and club management, and iii) to enhance collaboration between colleges and in university levels.

4c) The step for objectives (i), (ii) and (iii) are set the club management and administration skills development plan, development of club management and administration system (replacing manual process), and club management network efficiency index. 4d) The targets for each step are 85% of plans implemented, network efficiency index for club (number of external parties and sponsors), and the ratio between committee members and participants.

By accessing element (d) in each criterion, the conducted program's effectiveness can be indirectly evaluated. Unfortunately, due to some limitations, i.e., limited time in conducting the research and program conducted was post accessed (executed programs were not fully accordant to the four criteria). For this case, only data for objectives 1b)i), 2b)i), 3b)i) and 4b)iii) can be well collected and evaluated.

2.2. Methods of data collection

To obtain the aforementioned data, an interview was conducted to UTM students who executed entrepreneurial programs in the year 2018. The interviewees/despondences were from the Student College Committee (SCC) and Entrepreneurship Club Committee (ECC) of respective UTM colleges. In particular, three (3) entrepreneurship excos of SCC, three (3) chairman of the ECC and the director for ECC programs were interview. Each of them was interview separately in an interview session. Three to four interviewees were involved in each session, and all of them noted down the obtained data in the scorecard paper supplied to them. The focus topics are financial, student engagement, internal processes, and program capabilities criteria.

The respected students were also to bring the related paperwork and program reports as supporting documents in the interview session. These documents were viewed, and some crucial data were collected to complete this study. Some data, such as sales, revenue, and cost of the program, were collected. Other data like program objectives, initiatives/plans undertaken in achieving the objectives outlined, and the program's achievement were also collected.

2.3. Indicator matrix

The data analysis was conducted based on some underline indicator matrix from the ScoreCard, as mentioned earlier,

that focuses on financial, student engagement, internal processes, and program capabilities criteria.

Base on the financial point of view, several indicators such as targeted income, total income, profit margin, and return of investment (ROI) were taken into account. The formulas of these basic financial criteria are shown in equations 1, 2, and 3.

$$Profit = Revenue - Cost \quad (1)$$

$$Profitmargin = \frac{Revenue - Cost}{Revenue} \times 100 \quad (2)$$

$$Profitmargin = \frac{netprofit}{costofinvestment} \times 100 \quad (3)$$

The variables in equations 1 – 3 are i) revenue, income generated, and ii) cost or cost of investment, which is a cost involved in running specific programs.

From the participation point of view, the total number of students involved as program committee and program participants was studied. Thirdly, from the internal processes point of view, program objectives' achievement was viewed and evaluated. Firstly, the objectives outlined from all programs were summarized into four main objectives. Then, the number of programs that perform any activity that aligns with the outlined objectives is identified. Finally, the number of programs that met the four main objectives was shown. Lastly, from the program capacity point of view, the number of planned initiatives/activities that successfully run, the number of external and sponsorship contributors, and the ratio of committee commitments and participants were studied.

The list criteria are essential in ensuring whether the programs conducted can achieve strategic program objectives such as increasing the club/committee's income, the programs meet the student needs, and enhancing student skills in managing activities.

3. RESULT AND FINDING

This chapter highlights some background of the programs executed and the analysis of programs based on financial, participation, internal processes, and program capacities criteria.

3.1. Background of the programs conducted

In this study, six entrepreneurial programs in 2018, namely Cendol Sell, Fiescope, Frisbee, TYE, Haunted House, and Flower Sales, were evaluated, as shown in table 1. Cendol Sale, TYE, and Flower Sale were a program that offers the sale of certain goods to the customer. On the other hand, the Frisbee and haunted house were a program that respectively

offers entertainment and sports service to the customer. Lastly, Fiescope was an annual carnival containing a

variousof sub-programs, such as blood donation programs, e-games, sales, and relevant programs.

Table 1 The conducted entrepreneurial programs for the year 2018

<i>Program</i>	<i>organization</i>	<i>level</i>	<i>Type of program</i>
<i>Cendol Sale</i>	SCC of Tun Razak College	College	Retail-single program
<i>Fiescope</i>	SCC of Perdana college	College	Multi-program
<i>Frisbee</i>	SCC of Perdana college	regional	Sport service-single program
<i>TYE</i>	ECC of college 9&10	college	Retail-single program
<i>Haunted house</i>	ECC of college 9&10	college	service-single program
<i>Flowers sale</i>	SCC of college 9&10	university	Retail-single program

Table 1 shows that the SCC entrepreneurship exco executed most of the programs, and ECC ran the remaining two programs. The data shows that four executed programs were at the college-level, and only one program is at the university and national level. Some college-level programs, such as Cendol Sale, haunted house, and Flower Sale were run as a sub-activity in other more prominent programs. These programs were respectively run in Figura, Funfest, and Fesko programs. Figura and Funfest programs are carnival programs that run annually by the SCC of Tun Razak College and SCC of college 9&10, respectively. Meanwhile, Fesko is a regular carnival held in every convocation session.

In the listed programs, the involved committee members operated the sales of goods or provided services. While in the TYE program, this activity was carried out by the participants of the program. These handled TYE and Flower Sales programs were a retail business, and the Frisbee program and the ghost house lie in the form of a service business. Meanwhile, the Fiescope was a carnival that runs annually by SCC of Perdana College.

3.2. Evaluation of the programs

This sub-chapter analyzes the executed programs' effectiveness based on financial, participation, internal processes, and program capacities criteria.

3.2.1. Evaluation of the financial criterion

In the financial aspect, several indicators, such as targeted income, total income, profit margin, and return of investment (ROI) are used to evaluate the executed programs' effectiveness. In the financial aspect, several indicators such as targeted income, total income, profit margin, and return of investment (ROI) used to evaluate the effectiveness of the executed programs.

For the goods sale business activities, the Cendol Sale, TYE, and Flower Sale programs have recorded good returns where each of these programs was achieving a profit margin of 39.4%, 44%, and 60%. However, from the interviews conducted and the information recorded in the program reports, some costs such as renting of place/tent are not considered. Thus the real cost provided is not accurate. Eventually, this omission undoubtedly affects the calculation of the return obtained for each executed program.

Table 2 Financial indicators for entrepreneurial programs for the year 2018

<i>Program</i>	<i>Cost (RM)</i>	<i>Revenue (RM)</i>	<i>Profit (RM)</i>	<i>Profit margin(%)</i>	<i>ROI</i>
<i>Cendol Sale</i>	478.20	789.00	310.80	39.4	65
<i>Fiescope</i>	19000	20000	1000	5.0	5.26
<i>Frisbee</i>	1500	2500	1000	40.0	66.7

<i>TYE</i>	500	900	400	44.0	80.0
<i>Haunted house</i>	200	205.4	5.4	2.63	2.7
<i>Flowers sale</i>	300	750	450	60	150.0

3.2.2. Evaluation of the participation criterion

In terms of the participation aspect, the number of individuals involved counted from committee members, participants, and the program's customer. The participated individuals came from the UTM's students and staff, and the public peoples. Figure 2 shows that the Fiescope program had the highest participation, followed by the Frisbee and Cendol Sales programs, where their total participants were 2030, 520, and 410 peoples, respectively. While the haunted house, TYE and Flower Sale program only received 120, 64, and 35 participants. From the data obtained, it can be seen that the high number of participants depended on the level and type of the executed program. Carnival type programs that consist of various sub-programs like Fiescope had a high number of participants/customers. Team sports programs like Frisbee also attracted high participation, especially when it is open to public people.

In contrast, the facility's capacity and the number of goods available for sales in a particular program limited the number of participants involved. This situation can be seen in the Flower Sale program and haunted house. In the Flower Sale program, the number of customers limited by the 30 sets of bouquet available for sale. Due to the facility's capability available in the haunted house program, the number of participants limited to 5-10 peoples per-entry per-session. Thus this situation limited the total numbers of the customer obtained throughout the program. Finally, due to no exact number of customers recorded for the TYE program, the low number of participants obtained, which only counted for the committee members and program participants. Thus proper record system should be made which accurately records the numbers of the customer obtained and the demography of participants. This record is essential to evaluate the impact of the executed program.

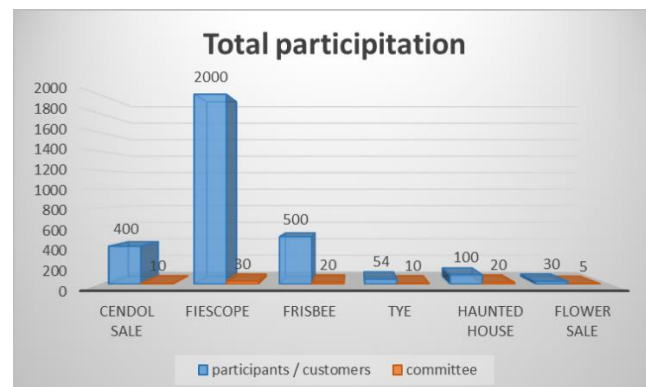


Figure 2 Total participant involved in entrepreneurial programs for the year 2018.

3.2.3. Evaluation on the internal process criterion

In terms of the participation aspect, the number of individuals involved counted from committee members, participants, and the program's customer.

From the internal processes point of view, the attainment of program objectives was viewed and evaluated. The objectives of the six programs discussed in this paper can be summarized into four (4) primary objectives, namely,

- Provide education to the student son the fundamentals of entrepreneurship.
- Expose students to the entrepreneurship opportunities provided by related organizations and companies.
- Provide students with hands-on experience through the entrepreneurship program.
- Nurture friendship, cooperation, teamwork, and financial responsibility between members in each entrepreneurship program.

In general, only two (33%) and three (50%) from the six programs executed carried out activities that fulfill the first and second objectives outlined. While all programs (100%) have executed activities that lead to achieving the third and fourth objectives outlined. For the first objective, the Fiescope and TYE programs provide learning sessions on the fundamental of entrepreneurship or business. TYE program executed a talk session that was delivered by an experienced businessman. For the second objective, three programs, namely Fiescope, Frisbee, and TYE, had exposed students to entrepreneurship opportunities from organizations and companies. The opportunities available were in terms of sponsorships, business grants,

partnerships, and more. Frequently, the opportunity obtained was in the form of sponsorship to run the program. Furthermore, all of the executed programs have carried out activities that lead to attaining the third and fourth objectives. Cendol Sale, Fiescope, Frisbee, TYE, Haunted House, and Flower Sale involved hand-on business activities. The sale or services activities are provided either by the committee member or participants of the program. Meanwhile, a direct interaction between participants through the activities in the executed program increased their mutual friendliness, cooperation, and self-awareness. Besides, regular financial planning and monitoring throughout the planning, execution, post-mortem processes of the executed program had created financial awareness among participants. The treasurer and director of the program, entrepreneurship exco of SCC, and program advisors who were a UTM staff were responsible for monitoring the program's finances. In the end, this existing system had instilled a sense of financial responsibility among students and stakeholders.

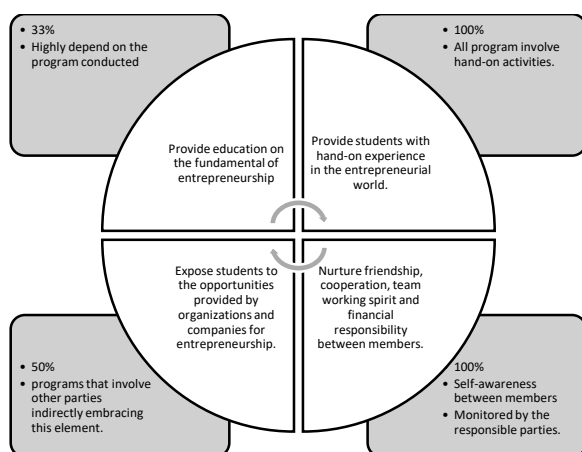


Figure 3 Total participant involved in entrepreneurial programs for the year 2018 The four main objectives and its attainment.

4. CONCLUSION

A study on entrepreneurship programs executed by the UTM students was conducted. A descriptive evaluation that focuses on financial, participation, achievement of program objectives, and program capacities was made to evaluate the programs' effectiveness. In conclusion, the program's effectiveness depends on efficient financial management, the number of participants/customers obtained, the attainment of program objectives, and its capacity.

Then, some suggestions can be made to enhance the effectiveness of the executed programs. A more structured entrepreneurship program can be conducted, which instills entrepreneurship awareness, enriches entrepreneurship

3.2.4. Evaluation on the capacity of program criterion

The program's capacity includes the implementation of the planned activities, the number of external parties and sponsorship involved, and the ratio between the participant and committee members in each program.

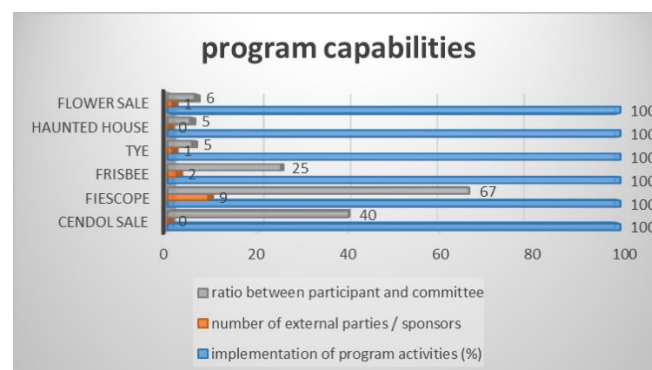


Figure 4 The capacity of the program

As shown in Figure 4, all programs successfully ran their planned activities. On the other hand, Fiescope showed the highest ratio between participant /customer and program committee, which is 67:1 and followed by Cendol Sale and Frisbee, which were 40:1 and 25:1, respectively. This ratio shows that the programs mentioned above successfully attracted/gained a high number of participants/consumers. It can be seen that the carnival program, which contained verities of programs like Fiescope had attracted a large number of participants. The sale of beverages in a certain period, like the Cendol Sale program, had also gained a large number of customers.

Moreover, team sports programs had attracted a large number of participants, especially when the participation was open to the public. Lastly, in terms of external participation, the Fiescope program has achieved the highest external involvement level. The external parties involved as traders or sponsors of the program. knowledge, nurtures entrepreneurship skills, and fosters business-mind and financial-responsibility among students.

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