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**Review Article****FACTOR IMPROVING ENTREPRENEURIAL OPPORTUNITY RECOGNITION FOR GRADUATE ENTREPRENEUR**

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**Abstract**

Pioneering opportunity acknowledgment assumes a significant job in perceiving and form an open door into an endeavor characterizes a business visionary. Research additionally shows that accomplished business visionaries quest and sweep for data to find openings. In light of other research, there is less spotlight on inquire about on finding experimentally demonstrated systems and strategies to create and upgrade opportunity acknowledgment in understudy business visionaries. This study aims to explore factors that improving entrepreneurial opportunity recognition. The study found three factors are family background, individual desire, and education which measures the elements that improving entrepreneurial opportunity recognition. The factor will be evaluated through quantitative methods enable student entrepreneurs to generate more business ideas that are more innovative and viable. This component article introduces the discoveries of the investigation, and examines potential consequences and remedies.

**Keywords:** entrepreneurial, entrepreneurship, opportunity recognition, graduate entrepreneur

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**INTRODUCTION**

These days' numerous contribution have explained the commitment of entrepreneurship to a nation's monetary development through advancement, occupation and riches creation, and individual and cultural development (Shamsundari, 2015; Zakaria et al. 2011). Besides, promising entrepreneurship is one of the engaged motivation of the Malaysian government with billions of dollars allotted in the yearly national spending plan to help the development of graduate entrepreneur people in the nation. Thus, the usage of entrepreneurship programs in colleges and universities in Malaysia is to urge the adolescent to into business. Subsequently, different plans are presented (Zakaria et al., 2011). Besides that, skills and knowledge in students with the end goal of having them graduate and form new businesses and become successful entrepreneurs (Fayolle et al., 2005). From entrepreneurship, student can be imaginative, inventive and deft as business people will have the option to recognize esteem creating openings as a business thought before assessing it and forming it into items or administrations in a pay producing undertaking (Solomon et al. 2008). The ability makes students to identify opportunities that fulfil a disequilibrium in marketplace and developing it into a new business defines an entrepreneur (Kirtzner, 1999).

Opportunity recognition as the most important process for an entrepreneur (Shane & Venkataraman, 2000). The inability to recognize viable business opportunities has also been attributed to untimely business closures although the motivation to run a business exists (Sardeshmukh & Smith-Nelson, 2011). It is discovered that most student entrepreneurs in spite the fact that having a high expectation towards entrepreneurship don't have a business idea at thought toward the start of the pioneering course. Focus of the researches have mainly been on explaining the process of opportunity recognition such as information search and processing (Vaghely & Julien, 2010; Ucbasaran et al., 2009), as a system of social-network (Gordon, 2007), as problem-solving,

experiential learning (Corbett, 2005) and many more. Prior knowledge has also been recognized as one of the important factors in determining opportunity identification ability in entrepreneurs (Arentz et al., 2013; Ko & Butler, 2006; Shane & Venkataraman, 2000). Be that as it may, despite the fact that the significance of opportunity recognition is recognized by these scientists, there has been little spotlight on finding the factor. Thus, this study will focus on factor that improving student to be an entrepreneur among university students.

**LITERATURE REVIEW**

The factors that influences opportunity recognition are family background, education and individual desire. The family environment and background and family environment is the closest to the students and important role in influencing a student attract in entrepreneurship (Van Auken, Stephens, Fry & Silva, 2006). This is because family becomes a role model for the student to become entrepreneur. For example, fathers and mothers will provide a strong influence on motivating children to entrepreneurship (Kirkwood, 2009). Alma (2013) believes that family as the attention of parents, parental support and communication gives a strong influence on the interests of children in the family.

Other than that, education is one of the variables that impact an understudy to be a business person. Entrepreneurship courses in academic institution's consensus globally demonstrate that in an information economy and data society education is one of the key factors in clarifying the emergence of new businesses. From a societal point of view, both entrepreneurship and the education system is significant for economic growth, but the importance of education for entrepreneurship has been recognized only recently. Education in universities will represent a positive impact regarding of general behavior to entrepreneurship and will draw entrepreneurship as a useful and successful career prospect for graduates.

Research also believes that an individual's desire influences student to be an entrepreneur. Taylor and Thorpe (2004) exploring the reasons why individuals become entrepreneurs have mentioned that previous exposure to business, role models and networks as important. Then, personality factors have been perceived as relevant for entrepreneurial intent and success. This is because the need for achievement, risk-taking propensity, internal locus of control, or innovativeness. It is shows that students in the entrepreneurship subject with low previous experience on entrepreneurial had a greater intention to be self-employed than those students who have high experience on entrepreneurship (McStay, 2008).

**METHODOLOGY**

A study is to observe and to explore the factor that influences the student to be an entrepreneur. Subsequently, primary and secondary data was used for the study. The random sampling techniques were used to select the sample because it is the least biased and offers the most generalizability (Sekaran & Bougie, 2010). The online questionnaire was used in this data collection tool (Hair et al., 2010). The questionnaires were distributed for

public university students in Malaysia. The data collection was conducted from the first months of January 2020 until 14 January 2020. However, 115 questionnaires had completed and fulfil the criteria that researchers need.

The descriptive analysis is carried out with the end goal of factor student to be an entrepreneur. The purpose of the analysis is to research deeply and evaluate every aspect of the actual data in the study. This is important because the researchers can condemn, overhaul and recommend or propose revisions mechanisms. Primary data from the survey was already analyzed using SPSS version 25 and descriptive a statistic measurement was utilized by the analyst in getting information on frequencies, means and standard deviation

**RESULTS AND DISCUSSION**

**Profile of Participants**

Table 1.0 summaries the demographic profile on gender, age, ethnicity and plan to be entrepreneur.

**Table 1.0: Demographic Profile of Participants**

Particulars	Variables	Frequency	Percentage
<b>Age</b>	18-19	3	2.6
	20-30	105	91.2
	31-40	7	6.2
<b>Gender</b>	Male	91	79.1
	Female	24	20.9
<b>Ethnic</b>	Malay	93	80.9
	Chinese	14	12.2
	Indian	2	3.2
	Others	6	5.1
<b>Plan to be an Entrepreneur</b>	After 5 years	34	29.6
	Between 1-5 years after graduation	63	54.8
	Never	18	15.7

The total respondents involved in this study were 115. The majority of them were in the student group of around 20-30 years (105 respondent or 91.2%) old as depicted by Table 1 It is shown that majority of student among 20 to 23 years' old that is interested to make a business on their future. There were 24 respondents (20.9%) male and 91 respondents (79.1%) females. In terms of ethnicity, the majority were Malay (93 or 80.9%)

respondents as compared to Chinese (12.2% or 14) respondents and Indian, about 5.1% or 6 were classified as other ethnicities. Subsequently, the majority of them were Muslim. In terms of a plan to be an entrepreneur, only about 29.6% (34 respondents) as shown want to start the business after 5 years. The majority of respondents 54.8% want to start between one to five years after graduation. There were 15.7% never want to be an entrepreneur.

**Table 2: Family background**

Questions	N	Minimum	Maximum	Mean	Std. Deviation
I want to continue family-owned business	97	1	5	2.93	1.277
Running my own business helps me to keep my family tradition	97	1	5	3.30	1.192
My family give me business mind	97	1	5	3.31	1.140

Table 2 shows that the highest mean for my family gives me a business mind family for this item, the mean score is 3.31. It is followed by background is maintaining my own business encourages me to keep my family tradition about 3.30 mean score.

Lastly, the student who wants to continue family-owned business is about a 2.93 mean score. It is shown that just a few students have a business family background.

**Table 3: Education**

Questions	N	Minimum	Maximum	Mean	Std. Deviation
I am prepared to do anything to be an entrepreneur	97	1	5	3.91	.902
I want to implement the skills I learnt	97	1	5	4.14	.841
I have thought seriously to start my own business after completing my study	96	1	5	3.79	.972
I want to implement the theoretical knowledge in business practice	97	1	5	3.90	.860

In relation to see the findings of the research, it shows that the highest mean they want to implement their skills. More than 4.14 of mean and .841 of the standard deviation of the respondent. It shows that all respondent wants to practice all the thing that they

learned in education to become an entrepreneur. But, the lowest mean is they have thought seriously to start their business after finishing their studies. mean is 3.79. This report is shown in Table 3.

**Table 4: Individual Desire**

Questions	N	Minimum	Maximum	Mean	Std. Deviation
I prefer to be an entrepreneur rather than to be an employee in a company	97	1	5	3.78	.904
I want to get higher profit orientation in the future	97	1	5	4.18	.854
I am determined to create a firm in the future	97	1	5	3.97	.929
I want to be my own boss	97	1	5	4.22	.915
I will start my business in next five years	97	1	5	3.85	.993
I want to provide employment	97	1	5	4.10	.848
I want to earn a reasonable living	97	1	5	4.33	.774
I want to take advantage from my creative talent	97	1	5	4.20	.849
I want to achieve my dream	97	1	5	4.42	.801
I want to challenge myself	96	2	5	4.40	.718
I want to shapes competencies in different business area	97	1	5	4.01	.860
I want to solve the crisis situations	97	1	5	3.94	.876

Based on the analysis, the results show that respondents have high mean to agree that they want to achieve their dream. The mean is 4.42 and the standard deviation is .801. It is shown that every student has their own dream that they want to fulfill it. One they

had always wanted is to be an effective business person in the future. The lowest mean in individual desire is them prefer to be an entrepreneur. It is about 3.78 mean and .904 standard deviations.

**Table 5: Factor to be an entrepreneur**

Questions	N	Minimum	Maximum	Mean	Std. Deviation
Family background	97	1	5	3.18	1.033
Education	97	1	5	3.93	.7668
Individual desire	97	1	5	4.11	.7049

Based on table 5, shows that education, the individual desire was the mostly agree factor by public universities student to be a business person. This shows that education in a university plays an significant role to make student be an entrepreneur. Individual desire is also important. This is because effective entrepreneurship also includes confidence and self-inspiration. A graduate entrepreneur should consistently inspire themselves by internalizing the life-lessons through the years, to make something new, improved and more beneficial. To be inventive you have to unlearn, re-evaluate and create bespoke outfits to serve the present-day requirements. Based on the analysis, the

family background is neutral. This is because not all students come from business families. The only limited families have a background on business.

**CONCLUSION**

Based on analysis summarizes that public universities student interested to be an entrepreneur. Education, an individual desire was the mostly agree factor by public universities student to be an entrepreneur and only family background is neutral. The findings of the analyses of the investigations are concluded, and the conversation on the consequences of work stress has been

presented. With this clarification, all parties must take an action and make an effort. This research will be interesting for future research to look into the subject from a different method such as qualitative and others.

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