

IMPACT OF THE ENTREPRENEURIAL SKILLS / KNOWLEDGE AND ENTREPRENEURIAL TRAITS ON THE ENTREPRENEURIAL MOTIVATION

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ABSTRACT

The rationale of this article is to identify the foremost factors of entrepreneurial motivation among undergraduate students and to determine whether there is any impact of entrepreneurial skills and entrepreneurial traits on motivating entrepreneurial intention. This study uses a structured questionnaire survey of a sample of 101 undergraduate students of various branches of studies. The collected data is analysed using Regression and ANOVA Analysis. The findings reveal that entrepreneurial skills/knowledge and entrepreneurial traits largely acts as a predictor of entrepreneurial motivation but the present education does not enhance the motivation of undergraduate students to become entrepreneurs. This article advises that to enhance motivation among students, the curriculum should focus on the development of psychological mindset and networking skills by centering the attention towards practical exposure.

Keywords - *Entrepreneurial Education, Entrepreneurial Motivation, Entrepreneurial Trait, Entrepreneurial Skills/Knowledge.*

INTRODUCTION

It is observed that to reach superior level of economic augmentation and modernization more of entrepreneurship is needed. The significance of entrepreneurship to an individual, to society and to the nation is known and talked about since years. But to know whether entrepreneurial traits and skills can be imparted through present education becomes vital. “Policy makers also believe that increased levels of entrepreneurship can be reached through education [1] and especially entrepreneurship education”. Therefore, such knowledge is endorsed and employed into college curriculum in various universities. A fundamental assumption underlying such knowledge based programmes is that entrepreneurial skills can

be trained and taught and these are not inheriting characteristics. Thus, Entrepreneurial Education has progressed to be significant field. This education field can have varied disciplines consisting of Management, Commerce and Technical education [2]. In this article, “it is being identified that there are several human motivations that influence the entrepreneurial process. In our arguments, we explicitly assume that all human action is the result of both motivational and cognitive factors, the latter including (internal factors) ability, intelligence, and skills We also assume that entrepreneurship is not solely the result of human action; external factors also play a role (e.g., the status of the economy, the availability of venture capital, the actions of competitors, and government regulations). However, environmental factors being held constant as these are uncontrollable; we argue that human motivation plays a critical role in the entrepreneurial process” [3].

The driving force for any person to achieve something they want to is Motivation. Motivation is essential for every individual to get the work done as you wish to, like wise to start an enterprise motivation is must. Researchers have carried out various studies on entrepreneurial motivation and have observed numerous factors which motivate people to start their own firm.

What encourages an individual to undertake an entrepreneurship and start business activity? Is it because of lack of money or profusion of finance? Is it the family support/pressure, gain social status or desire to achieve something new which motivates an individual to start a new venture? The answer to these questions can be achieved through study of motivation.

Motivational factor involves two major aspects, internal factors and external factors, internal factors are the individuals’ inner urge and external factors are the outer environment such has socio-cultural aspects which influences an individual to start-up an enterprise. Let us discuss what makes an entrepreneur?

1. Influence of Personality Traits.
2. It is closely associated with prior knowledge and experiences.
3. Financial Scarcity and Financial Profusion.
4. Family Support plays an important role.
5. Various social, economic and psychological factors.

This article discusses the role of Entrepreneurial Education in predicting the Entrepreneurial

Motivation of the undergraduate students. There are discussions on to whether entrepreneurship can be taught or not, this article may help to understand whether the entrepreneurial skills/knowledge and entrepreneurial traits are inherent in an individual or it can be achieved through entrepreneurial education.

REVIEW OF LITERATURE

Hatten and Rubland (1995) identified that risk-taking, locus of control and achievement motives such personality attributes assess the entrepreneurial tendencies among the students [4].

Vijaya and Kamalanathan (1998) found various motivational features among entrepreneurs, these consist of innovativeness, autonomy, excellent performance and commitment for work contract [5].

Jack and Anderson (2002) mentioned that to induce the entrepreneurial activity and augment the skills required for entrepreneurship for the students, there is the need for development of personality skills namely innovativeness, initiation, propensity to take risk, taking responsibility and challenges, opportunity seeking and improving interpersonal skills such as negotiation, persuasion and depicting leadership qualities. Additionally, the processing skills comprises of analysing the plan, organizing and execution of the plan [6].

Luthje and Franke (2003) found that the reason for students deciding self employment as the career is mainly due to the influence of personality traits [7].

Peterson and Kennedy (2003) identified so as to encourage university students and young populace to start their career in entrepreneurship, attention is paid to entrepreneur development programmes which enhance entrepreneurial attitude orientation [8].

Mitchell (2004) concluded that the reasons for carrying out business activity were endurance, autonomy and to attain personal satisfaction. Along with these factors there were common factors which influence entrepreneurs such as, independency, social status, recognition, and monetary benefits [9].

Segal et al., (2005) pointed out the key aspects of entrepreneurial attitudes and reinforced the idea that entrepreneurial education should focus on overall personality development and not only in the technical aspects of entrepreneurship [10].

This paper aims in understanding the role of present education system and to attempting to identify the fundamental motivational factors to choose entrepreneurship among undergraduate students. Also, in this article effort is made to know entrepreneurial skills and traits are predicted and improved by the branches of studies in which students are studying in.

The central research questions are:

Research Question 1:

Is there any impact of the entrepreneurial skills / knowledge and entrepreneurial traits on the entrepreneurial motivation of undergraduate students?

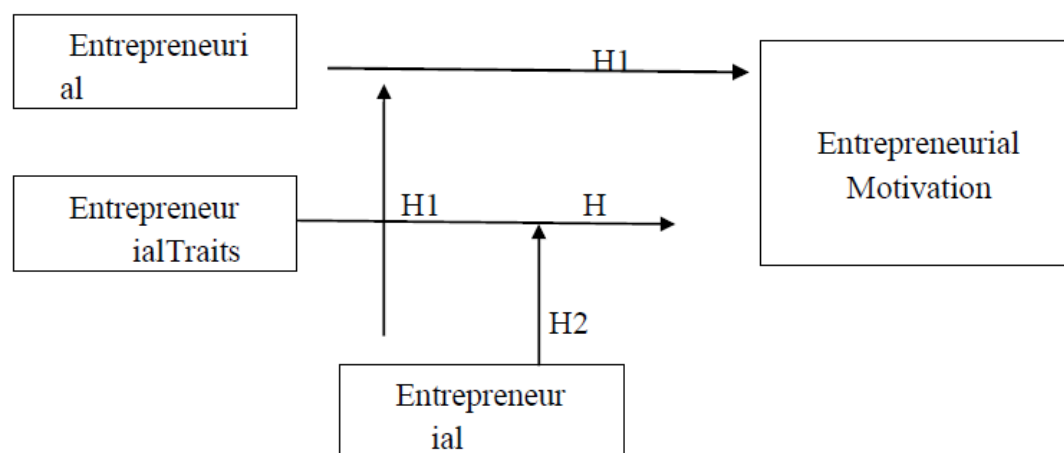
Research Question 2

Does this impact have significance difference between students with various branches of studies?

CONCEPTUAL MODEL:

Role of Entrepreneurial Skills/Knowledge, Entrepreneurial Traits and Education in Predicting the Entrepreneurial Motivation among undergraduate students

This study represents a framework where the entrepreneurial skill and entrepreneurial traits are measures of entrepreneurship motivation among undergraduate students. It further signifies whether an entrepreneurial education has a mediating effect on these three, which is being depicted in the model. That is, the impact of entrepreneurial traits and skills on entrepreneurial motivation among the various branch of students (Figure 1).



The term Entrepreneurial Skills and Knowledge refers to an individual's capability to turn ideas into action. It explains the person's ability to identify and generate an opportunity and

take action intended at understanding an innovative business practice or product. This knowledge and skills can be transferred by the colleges and universities into the potential entrepreneur. However, knowledge related to entrepreneurship plays a considerable role, is not enough to produce a potential entrepreneur [11], it should be backed up by the necessary attributes and traits for long term accomplishment [12]. To produce potential entrepreneurs, it is necessary to involve students in practical knowledge; that is, at the same time offering theoretical knowledge is crucial to explore students with fundamental entrepreneurial traits virtually [13].

Entrepreneurial Traits are the principal qualities possessed by an individual which results in creation of new venture, survival and development. Entrepreneurial traits include important attributes such as innovation, creativity, problem solving, and opportunity identification, exposure to technological change, networking ability, communication, leadership, and building teamwork among others [14].

Entrepreneurial Motivation refers to the process that triggers and encourages an individual to exercise superior level of efforts for the attainment of personal goals. These are the drives within an individual that affects the intensity, direction and perseverance of person's intended behaviour as entrepreneur. "The motivation to entrepreneurship represents a set of relevant personal goals to which potential entrepreneurs aspire and believe they can achieve through entrepreneurship, this belief motivates them to take entrepreneurial action" [15]. "To lead students to entrepreneurial behavior, education for entrepreneurship should focus on the importance not only of knowledge and crucial attributes for entrepreneurial activity, but also on developing attitudes favourable to entrepreneurship" [16]. "Attitudes consist of judgments that individuals make toward entrepreneurship and they have a direct relationship with entrepreneurial motivation in the sense that motivation is based on values; in other words, the conviction that entrepreneurship is beneficial or harmful, desirable or undesirable" [3]. Therefore, to stimulate students to take-up entrepreneurial career, positive attitudes towards entrepreneurship must be induced within them. These attitudes can be drawn from internally and externally (Internally through personal characteristics and experience and externally through socio-cultural environment in which the prospective entrepreneur will be operating) [17].

Entrepreneurial Education refers to the collection of prescribed teachings that enlightens, prepares and educates students interested in participating in socio-economic development

through a project to promote entrepreneurship awareness, business creation or small business development. Entrepreneurial Education itself is described as the one which augments students' attributes and characteristics towards entrepreneurship, helps in increasing knowledge base of the recent business innovations and trends, and in addition, to influence students' entrepreneurial behaviour. Accordingly, education helps prepare students for framing positive attitudes and values constructive towards entrepreneurship so that they perceive it as desirable, attractive and favourable and will be intended to take entrepreneurship as a career [18]. Moreover, there seems to be positive relationship between entrepreneurial traits and motivation. That is, higher the entrepreneurial trait, the better is the motivation for entrepreneurial action [17]. Thus, we can formulate the hypothesis as:

H1. The entrepreneurial skills have a positive effect on entrepreneurship motivation.

H2. Entrepreneurial Traits have a positive effect on entrepreneurship motivation.

Numerous studies have opined that various faculties of studies where entrepreneurship is being taught as one of the subjects and it is being adopted as the part of curriculum will show a better inclination and will be encouraged to carry on business activity [19]. However, some of the authors argue that the evidence is not clear [20], which provides opportunity to clarify this point, for this purpose the present study is carried out. According to Fayolle (2013), some conflicting results relate to the entrepreneurship education as moderating variables in the analysis were observed [21]. Therefore, to test the moderating effect of entrepreneurship education on entrepreneurial motivation, and to approve (or disapprove) conflicting results, we frame the hypothesis as follows:

H1a. The entrepreneurial knowledge is significantly different for students with different branch of study.

H2a. Entrepreneurial traits are significantly different for students with different branch of study.

RESEARCH METHOD

We aimed to identify the impact of entrepreneurial knowledge and entrepreneurial traits on the motivation to become an entrepreneur. The structured questionnaire was developed for the data collection which was distributed to the undergraduate students attending courses for the academic year 2018-2019. The sample size covered 101 responses. The data were analysed using regression analysis.

- a. **Sample Profile:** The respondents were studying commerce (39.6 percent), Management (28.7 percent), Arts (18.8 percent) and engineering (12.9 percent). The low response rate of engineering branch corresponds to the non availability of respondents due to study vacation. The majority were female graduate students (69.3 percent), male graduate students (30.7 percent). This difference was seen by the fact that the colleges have more female student than male students). Another reason for this unevenness is that female students at the college were more interested to filling out questionnaires than the male students. It is also being observed that the absenteeism rate is higher in male students than female students. Table I provides general details of the sample profile.
- b. **Measures:** The Structured Questionnaire was drafted referring various related articles and used the five-point likert scale (from 1 for “Strongly Disagree” to 5 for “Strongly Agree”). The questionnaire also asked whether students had any subject on entrepreneurship.

Table I: General Profile of Sample

	N	%
Gender		
Male	31	30.7
Female	70	69.3
Total	101	100
Age		
18-20 years	50	49.5
21-22 years	50	49.5
Above 22 years	1	1
Total	101	100
Branch of Study		
B.Com	40	39.6
BBA	29	28.7

BA	19	18.8
BE	13	12.9
Total	100	100

Table II: Measurement characteristics for constructs – description, number of items, reliability, means, and standard deviations

Measure	Scale Description	Items	Cronbach α	Mean	SD
Entrepreneurial Knowledge	Five-point Likert scale with endpoints as: 5 = Strongly Agree 1 = Strongly Disagree	12	0.712	3.79	0.21
Entrepreneurial Traits		16	0.831	4.03	0.25
Entrepreneurial Motivation		18	0.80	3.70	0.31

Table III: Inter-correlation for key study constructs
Correlations

		ESK	ETC	EM
ESK	Pearson Correlation	1	.736**	.726**
	Sig. (2-tailed)		.000	.000
	N	101	101	101
ETC	Pearson Correlation	.736**	1	.833**
	Sig. (2-tailed)	.000		.000
	N	101	101	101
EM	Pearson Correlation	.726**	.833**	1
	Sig. (2-tailed)	.000	.000	

N	101	101	101
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** . Correlation is significant at the 0.01 level (2-tailed).

FINDINGS

Regression analysis and One-Way Analysis was used to test the hypotheses. The main effect of entrepreneurship knowledge on entrepreneurship motivation ($\beta = 0.247$) is significant, thus accepting H1 (Table IV); in other words, it is evident that entrepreneurial knowledge has a positive effect on entrepreneurship motivation.

There is significant effect of entrepreneurship traits on entrepreneurship motivation ($\beta = 0.651$, $p < 0.05$), supporting H2 (Table IV), which claims that entrepreneurship traits have a positive effect on entrepreneurship motivation.

Table IV: Factors affecting motivation to be an entrepreneur

Independent Variables	Entrepreneurial Motivation
Entrepreneurial Knowledge	0.247
Entrepreneurial Traits	0.651
R ²	0.722
Adjusted R ²	0.716

Model	Standardized Coefficients	
	Beta	Sig.
1	(Constant)	.007
	ESK	.002
	ETC	.000

Model	R	R Square	Adjusted R Square	Durbin-Watson
1	.849 ^a	.722	.716	1.649

a. Predictors: (Constant), ETC, ESK

Model	R	R Square	Adjusted R Square	Durbin-Watson
1	.849 ^a	.722	.716	1.649

b. Dependent Variable: EM

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
ESK	Between Groups	660.589	3	220.196	8.556	.000
	Within Groups	2496.361	97	25.736		
	Total	3156.950	100			
ETC	Between Groups	1117.470	3	372.490	8.691	.000
	Within Groups	4157.580	97	42.862		
	Total	5275.050	100			

As determined by one-way ANOVA there was a statistically significant difference between groups ($F(3,97) = 8.556, p = .000$ and $F(3,97) = 8.691, p = .000$). Therefore, we accept the alternative hypothesis.

Interpretation

We reject the null hypothesis as the p-values is 0.000 and it is less than 0.05(5% level of significance), and accept the alternative hypothesis. It can be concluded that the entrepreneurial knowledge and traits both affects entrepreneurship motivation for students with entrepreneurial education.

Multiple Comparisons

Tukey HSD

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
Element	of study	Branch of study	(I-J)			Lower Bound	Upper Bound
ESK	BBA	B.Com	3.845697	1.237277	.013	-.6113	7.0801
		BE	8.313007	1.693255	.000	3.8866	12.7394
		BA	2.515433	1.497311	.340	-1.3987	6.4296
	B.Com	BBA	-3.845697	1.237277	.013	-7.0801	-.6113
		BE	4.467311	1.619599	.034	-.2335	8.7011
		BA	-1.330266	1.413477	.783	-5.0253	2.3647
	BE	BBA	-8.313007	1.693255	.000	-12.7394	-3.8866
		B.Com	-4.467311	1.619599	.034	-8.7011	-.2335
		BA	-5.797577	1.825977	.011	-10.5709	-1.0242
BA	BBA	-2.515433	1.497311	.340	-6.4296	1.3987	
	B.Com	1.330266	1.413477	.783	-2.3647	5.0253	
	BE	5.797577	1.825977	.011	1.0242	10.5709	
ETC	BBA	B.Com	3.387933	1.596722	.153	-7.8611	7.5620
		BE	10.137933	2.185199	.000	4.4256	15.8503
		BA	-.283122	1.932322	.999	-5.3345	4.7682
	B.Com	BBA	-3.387933	1.596722	.153	-7.5620	-.7861
		BE	6.750000	2.090122	.009	1.2862	12.2138
		BA	-3.671056	1.824122	.191	-8.4395	1.0974
BE	BBA	-10.137933	2.185199	.000	-15.8503	-4.4256	

	B.Com		-6.75000	2.09012	.009	-12.2138	-1.2862
	BA		-10.42105	2.35646	.000	-16.5812	-4.2609
	BA	BBA	.28312	1.93232	.999	-4.7682	5.3345
	B.Com	3.67105	1.82412	.191	-1.0974	8.4395	

*. The mean difference is significant at the 0.05 level.

The above table shows that, comparing the Entrepreneurial Skills/Knowledge of Branch BBA with other branches there is significance difference between B.Com and B.E, likewise B.Com with other branches there is significance difference between BBA and B.E, B.E with other branches there is significance difference between all other remaining branch if studies. Whereas BA is only significantly different with the Branch B.E which means with other branch of study there is no significance difference.

Comparing the Entrepreneurial Traits of Branch BBA with other branches there is significance difference with branch B.E, likewise B.Com with other branches there is significance difference with B.E, B.E with other branches there is significance difference between all other remaining branch if studies. Whereas BA is only significantly different with the Branch B.E which means with other branch of study there is no significance difference.

Therefore, we can conclude that Entrepreneurial Skills/Knowledge and Entrepreneurial Traits are more strongly affect the entrepreneurial motivation of B.E Students.

The Entrepreneurship Development Cell, LEAD Cell and Incubation Centre's in the college premises boost Engineering Students Entrepreneurial Skills/Knowledge and Entrepreneurial Traits.

CONCLUSION

The study implies that the present education in various branch of studies where the knowledge of accounting, finance, marketing, human resource and business law is imparted is not influential in motivating undergraduate students to undertake entrepreneurship. On the other hand, the results reveal that entrepreneurial traits significantly impact students' motivation to become entrepreneurs. That is, major traits such as Initiative, Persistence, Information Seeking, Systematic Planning, Persuasion and Commitment are essential to stimulate entrepreneurship among students. Along with entrepreneurial knowledge,

undergraduate students must feel confident in their entrepreneurial skills and traits in order to undertake entrepreneurial action.

The results of this study also revealed that entrepreneurial education does not moderate the effect of knowledge base and entrepreneurial traits on entrepreneurial motivation. The results further suggest that, to enhance motivation among students the curriculum should focus on the development of student's psychological mindset and networking skills by centering the attention towards practical exposure.

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