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Factors Motivating Students of Public and Private Universities Towards Entrepreneurial Careers : A Study of Punjab

Tanveer Kaur

University School of Applied Management, Punjabi University, Patiala

INTRODUCTION

In the present state of affairs, entrepreneurship has become an important area of study. It is viewed as a major solution to different economic problems such as creating wealth, generating employment, providing new and better goods and services. Entrepreneurs have contributed extensively to economy, society as well as humankind. Rather entrepreneurs are a major source of economic growth and social development (Hatten 1997; Holt 1992). Entrepreneurship as a process of economic growth is clear. Entrepreneurs are a dynamic force in an economy who envisions the possibilities of new types of economic activities and doing all necessary things to recognize their visions. As a result, entrepreneurs create new enterprises, new commercial activities, and new economic sectors.

The aspiration for entrepreneurship is very strong almost all over the world. Moreover, now a days, entrepreneurship is also looked upon as an attractive career among students all over the world (Schwarz *et al.*, 2009). Entrepreneurship helps to unleash the economic capabilities of youngsters. Again, ILO Director-General, Juan Somavia pointed out "Young people are the drivers of economic development. Foregoing this potential is an economic waste (…). It is important to focus on comprehensive and integrated strategies that combine education and training policies with targeted employment policies for youth."

Entrepreneurial motivation is the drive of an entrepreneur to keep up an

entrepreneurial will in all their actions. One of the variables that play significant role in entrepreneurship is achievement motivation. McClelland and Franz (1992) defined achievement motivation as a need for removing obstacles, be excellent and live according to superb standards. In his point of view, motivation is an encouraging evolution which can give power to and guide the behavior in all situations. Researchers and scholars have constantly sought to find out what makes an individual an entrepreneur, or the factors that push or encourage individuals to opt for entrepreneurial career. Some of the key reasons frequently given for starting a business in North America, Europe and Japan are: to be one's own boss, with additional control over one's work and life; to achieve an alternative for growth from a dead-end job; to gain additional money; and to offer products not available anywhere else. In UK, especially the graduated youth is motivated basically due to desire for independence, flexibility and not always money (OECD 2001). However, in developing countries youth tend to go into business due to economic necessity or need to survive. In Malawai, most of the youth entrepreneurs considered poverty and unemployment as the primary reason for starting their business (Kambewa 2001). Vijaya and Kamalanabhan (1998) also stated that in regard to Indian context various negative factors such as lack of employment and inappropriate service conditions has been important factors that pushed technically qualified young men into entrepreneurship.

REVIEW OF LITERATURE

Choice of career depends on the person's motivation and factors that influence him towards a particular career. Therefore, discovering the factors which motivate an individual towards an entrepreneurial career becomes an important area of study. In a study "Achievement Motivation among Malaysian Entrepreneurs" conducted by Elias and Pihie (1993), it was found that Malaysian entrepreneurs were having moderately low achievement motivation. However, they rated high on further orientation and undertaking the responsibility of any task individually. Malaysian entrepreneurs were not willing to do any difficult and challenging task and are dependent nature-wise. However, there was no significant difference between Malaysian and Chinese entrepreneurs on the basis of achievement motivation. Future orientation and responsibility to perform particular task was strong in both groups. Malaysian entrepreneurs preferred team-task rather than to compete individually. Whereas Chinese entrepreneurs preferred easy task as compared to difficult and challenging one. The study suggested including achievement motivation aspect as a part of entrepreneurial training programmes in

schools and higher institutions. A study "Women entrepreneurs : their profile and motivation" was conducted by Singh (1993) on 200 women entrepreneurs in Delhi, India and found that the most important motivating factors were to become independent, to prove oneself, to earn money, job satisfaction, competition, to gain status. Another study "A scale to assess entrepreneurial motivation" was conducted by Vijaya and Kamalanabhan (1998) on 195 potential women entrepreneurs in Madras, India found out that the motivating factors were need to take risk, need for independence, need to innovate and achieve, assume leadership roles and achieve social status and due to lack of money. Veciana *et al.* (2005) on the basis of empirical study "University Students Attitudes towards Entrepreneurship : A Two Countries' Comparison" states that need for independence, need for achievement and being "marginalized" are the most dominating motivators for entrepreneurs Stefanovic et al. (2010) focused on study of motivational and success factors of entrepreneurs in Serbia in their research "Motivational and Success Factors of Entrepreneurs : The Evidence from a Developing Country" The study was conducted with an objective to know the motives of entrepreneurs to start their own business and also to know factors that have an effect on the success of SME's. The research obtained four motivational factors (greater business achievement, independence, intrinsic factor and job security) and seven factors relating to entrepreneurial success (position in society, interpersonal skills, approval and support, competitive product service, leadership skills, always to be informed and business reputation). On the basis of results and its comparison with empirical analysis in other countries, it was concluded that motivational factors of entrepreneurs are generic in developing countries. It was also found that there are numerous success factors affecting entrepreneurs, which depends on the current situation according to local environment.

A study "Motivational Factors, Entrepreneurship and Education : Study with Reference to Women in SME's" to analyze the motivational factors of women entrepreneurs who are engaged in small and medium scale entrepreneurial ventures was conducted by Kalyani and Kumar (2011) at SIDCO industrial estates in Madurai region. It was found that men and women do not differ much on the basis of entrepreneurial aspirations. Women were also aware of various techniques of cost reduction and profit maximization. It was also revealed that major factors that influence women towards entrepreneurship include independence, prior experience, market potential, government concession, and ambition to become entrepreneur, small investment, and high profitability. Various suggestions were provided for the educational institutions to make its pedagogue support entrepreneurial development efforts of the country.

Sanchez and Sahuquillo (2012) investigated the motivational profiles of entrepreneurs and the reasons why they choose to create new industrial enterprises in their paper "Entrepreneurial Behavior : Impact of Motivation Factors on Decision to Create a New Venture". On the basis of analysis, it was found that making money or being one's own boss did not appear to be sufficient reason for new venture creation. It was also revealed that motivation content of entrepreneurs has an influence on their decision to start a business. The results are of great significance to both academics and practitioners.

Krishna (2013) studied the factors that influence entrepreneurs to start their business and further motivates them towards entrepreneurial activities in his research note "Entrepreneurial Motivation – A case study of small scale entrepreneurs in Mekelle, Ethiopia". It was found out that ambitions alone are insufficient to start entrepreneurial activities. In order to transform ambitions into reality, positive outlook, encouragement, capital and other infrastructural facilities are required. Several other factors such as prior experience in the same field, avail of surplus, encourage from friends and family, government help etc are several other factors that also affect entrepreneurial motivation.

RESEARCH METHODOLOGY

Research methodology is a way to systematically solve the problem under study. This is a descriptive and empirical type of research which includes surveys and fact- finding enquires of different kinds.

OBJECTIVE

To find out achievement motivation of students of professional courses in choosing entrepreneurial careers.

Data Collection

The research design for the present study covers both the primary data and secondary data. The present study is focused on the students pursuing professional courses at the postgraduate and undergraduate level enrolled in various universities in the state of Punjab.

The sample of the present study comprised 500 students studying in different professional courses such as (M.B.A, Pharmacy, Engineering and Computer Applications).The sample was taken from 3 public universities (i.e. Punjabi University, Panjab University and Punjab Technical University) and 3 private universities (i.e. Chitkara University, Chandigarh University and Lovely Professional University) providing professional education in the State of Punjab.

Instrument of Data Collection

After reviewing the literature on a variety of scales used to measure entrepreneurial motivation, the pre-tested scale developed by Vijaya and Kamalanabhan (1998) was used to assess motivation for the present study. The scale was developed specifically related to Indian context. Entrepreneurial motivation scale is a 27 item scale measuring five core motivations - entrepreneurial, social, individual, work and economic. In this study, the reliability of the scale was tested by using Cronbach's alpha test. The test indicates how well the terms in a set are positively correlated to one another. The scale was administered on *50* respondents at random. The results of this test show that all variables in this scale are reliable being entrepreneurial core (0.618), work core (0.630), social core (0.539), individual core (0.657) and economic core (0.576). The Cronbach alpha for complete scale was found to be 0.871, which indicated that the internal consistency was quite high and, hence, it was concluded that the instrument was reliable.

Tools Used for Data Analysis

1. SPSS 13.0 Update Version (Statistical Package for the Social Sciences) was used for data analysis.
2. Microsoft Office Excel 2007 is used to generate graphs.

Classification of Data

In the present investigation, an attempt has been made to analyze the relative contribution of motivational factors in entrepreneurial career choice of students of professional courses. Data were obtained from sample of 500 students pursuing professional courses from different universities of Punjab. Out of this, some questionnaires were incomplete and inappropriate ad only 484 questionnaires were included for final survey.

Classification of Data Between Public and Private Universities

The simple classification of data on the basis of universities has been given in the Table 1. It can be seen that the data is approximately equally

Table 1
Classification of Data Between Public and Private Universities

	Frequency	Percentage
Public Universities	236	48.76
Private Universities	248	51.24
Total	484	

distributed between the students of public and private universities with 49% of data belonging to public universities and 51% to private universities.

Classification of Data Between Different Professional Courses in Public and Private Universities

The simple classification of data on the basis of universities and streams opted by students have been given in the Table 2. It can be seen that the data is approximately equally distributed among all the streams with almost 25% data belonging to all the four streams across both public and private universities.

Table 2

Classification of Data Between Different Professional Courses in Public and Private Universities

	Public Universities		Private Universities		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Technical	62	26.27	62	25	124	25.62
Management	60	25.42	61	24.60	121	25
Pharmacy	56	23.73	62	25	118	24.38
Computer	58	24.58	63	25.40	121	25
Total	236	100	248	100	484	100

Rank Order of Entrepreneurial Motive/ Means and Standard Deviation of Scores on Motivation Scale

Entrepreneurial core was found to be the major motive as mean rank of entrepreneurial core (M = 3.64, SD = 0.727) was found to be the highest followed

Table 3

Mean and Standard Deviation of Scores on 5 Indices of Motivation Scale

Variable	Mean	Std. Deviation	Rank
Entrepreneurial Core	3.6444	.72661	1
Work Core	3.6218	.63837	2
Individual Core	3.5363	.82729	3
Social Core	3.4914	.72993	4
Economic Core	3.4776	.68091	5
Motivation	3.55	0.566	

by Work core (M = 3.63, SD = 0.638), Individual core (M = 3.53, SD =0.827), Social core (M = 3.49, SD = 0.729), and Economic core (M = 3.47, SD = 0.68) respectively. The overall mean of motivation was (M = 3.55) with the standard deviation of (SD = 0.566).

Comparison of Motivation Between Public and Private Universities (t-test Analysis)

The sample respondents are basically grouped into two namely, the students of public university and students of private university. In order to find out whether the motivational factors differ between students of public and private universities, t-test of variance was applied.

Assumptions of t-test

- The variances of dependent variable in two samples are equal (homoscedasticity)
- The dependent variable is normally distributed
- The data is independent i.e. the score of one participant is not related to the score of other

Before applying t-test, the assumptions of t-test i.e. equality of variance (homoscedasticity) and normality and were tested.

Testing for Equality of Variances

SPSS automatically test this assumption of Homoscedasticity with the Levene test for equal variances. In the Table below Levene's Test for Equality of Variance (helps to determine whether the variance scores of the two groups is the same i.e. if there is a variation between public and private universities. The outcome of this test helps to determine which of the value of t-test (i.e either of equal variances assumed or equal variances not assumed) is to be taken for interpretation. If sig value >0.05 then the assumption of equality of variance assumed is fulfilled

Table 4

Levene's Test for Equality of Variances

Levene's Test for Equality of Variances		F	Sig.
Entrepreneurial Core	Equal variances assumed	1.366	0.243
Work Core	Equal variances assumed	0.071	0.79
Social Core	Equal variances assumed	0.595	0.441
Individual Core	Equal variances assumed	1.837	0.176
Economic Core	Equal variances assumed	1.031	0.31
Motivation	Equal variances assumed	0.038	0.846

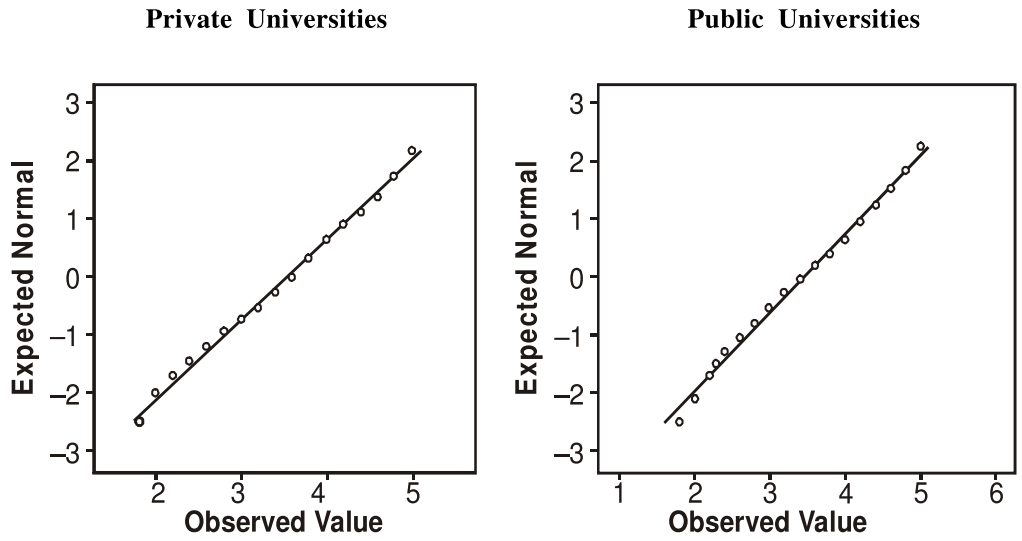
Entrepreneurial Core

Private Universities	Public Universities

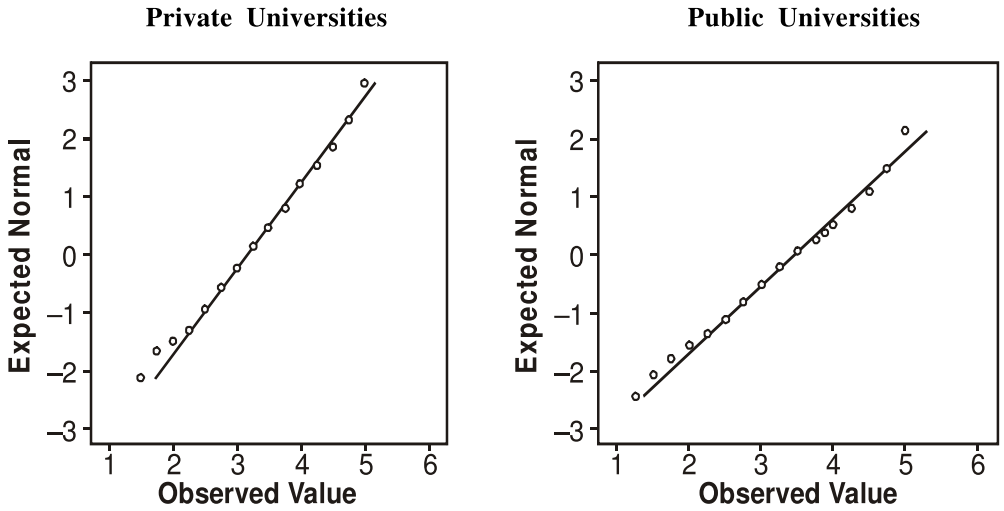
Work Core

Private Universities	Public Universities

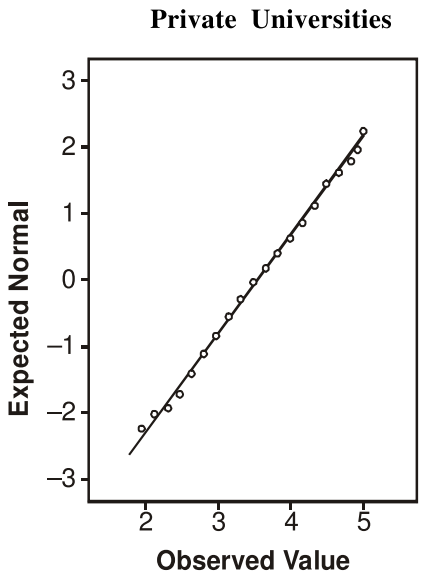
Social Core

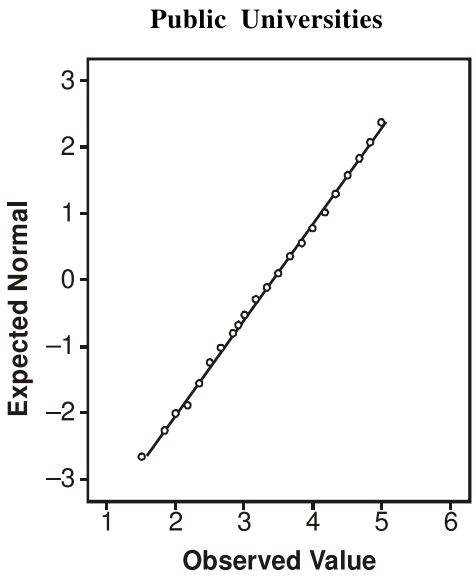


Individual Core

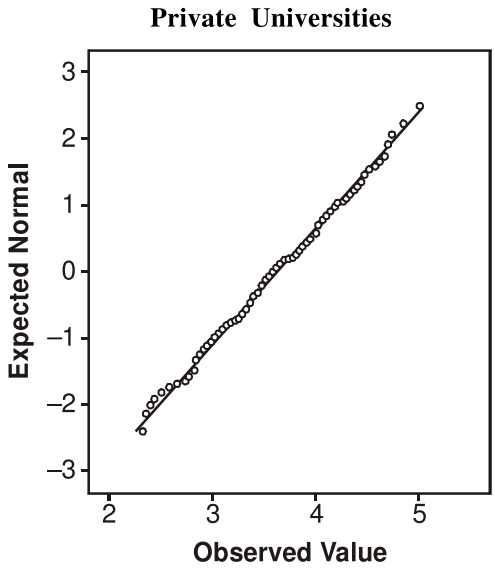


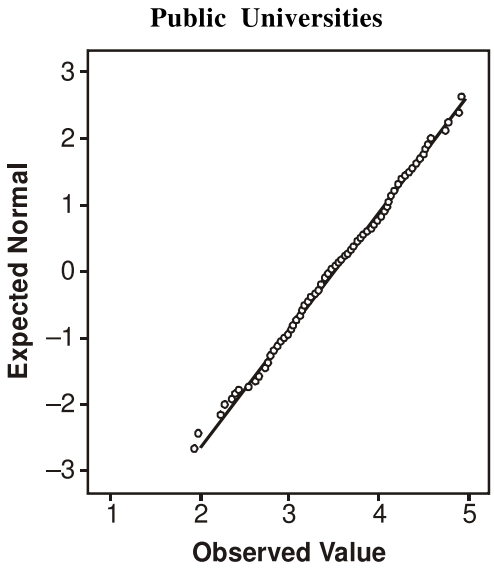
Economic Core





Overall Motivation





vice versa. In the above case, for all the entrepreneurial motives, the condition for equality of variance assumed is fulfilled as for all the motives sig is >0.05 ; hence equal variance assumed values are taken in Table 4.

Testing for Normality

Normality was tested using normal probability plots and Shapiro- wilk test. A Shapiro wilk's test ($p > .05$) and a visual inspection of normal Q-Q plots (annexure) showed that overall motivation scores were approximately normally distributed for both public and private universities with a skewness of 0.004 (*S.E.* = 0.158) and a kurtosis of -0.383 (*S.E.* = 0.316) for private universities and a skewness of -0.006 (*S.E.* = 0.155) and a kurtosis of –0.225 (*S.E.* = 0.308) for the public universities.

At some places, skewness, kurtosis, z-value reveal that data is not perfectly normal but Q-Q plots (annexure) did not reveal any significant departure from normality and hence normality of data has been assumed and data is considered fit for parametric tests.

As t-test is robust against departure of assumption of normality; especially if sample size is large; hence mild violation of this assumption can be accepted (Malhotra and Dash, 2012; Morgan *et al.*, 2004).

Comparison Between Motives of Public and Private Universities Students (t-test Results)

Entrepreneurial motives were found to be perceived almost similar by respondents of both public and private universities except work core and economic core which was found significant at 5% level of significance (Table 7). Social core and individual core were not found to be significantly different.

- Table 7 shows that students of public and private universities are significantly different (at 5% level of significance) on work core ($p = .002$). Inspection of two groups means on work core indicates that average work core for public universities (3.54) is significantly lower than score (3.71) for private university students. The effect-size d is approximately 0.2, which is smaller in this discipline (Cohen 1988).
- On the basis of economic core also, entrepreneurial motives were found to be significantly different (at 5% level of significance) on economic core ($p = 0.016$). Inspection of two groups means on economic core indicates that average economic core for public universities (3.40) is significantly lower than score (3.55) for private university students. The effect-size d is approximately 0.2, which is again smaller in this discipline as well (Cohen 1988).

Table 5

Testing Normality with Skewness, Kurtosis and Z-value

	Private Universities						Public Universities					
	Skewness	**S.E.(Sk)**	**Z-value**	**Kurtosis**	**S.E.(K)**	**Z-value**	**Skewness**	**S.E.(Sk)**	**Z-value**	**Kurtosis**	**S.E.(K)**	**Z-value**
Entrepreneurial Core	-0.390	0.158	-2.468	-0.480	0.316	-1.518	-0.216	0.155	-1.393	-0.575	.308	-1.866
Work Core	-0.388	0.158	-2.45	-0.044	0.316	-0.139	-0.317	0.155	-2.04	0.101	0.308	0.327
Social Core	-0.176	0.158	-1.113	—0.395	0.316	-1.25	-0.003	0.155	-0.019	-0.692	0.308	-2.2
Individual Core	-0.282	0.158	-1.784	-0.289	0.316	-0.914	-0.253	0.155	-1.632	-0.494	0.308	-1.603
Economic Core	-0.115	0.158	-0.727	0.256	0.316	.8101	-0.028	0.155	-0.18	-0.463	0.308	-1.503
Motivation	0.004	0.158	0.025	-0.383	0.316	-1.21	-0.006	0.155	-0.03	-0.225	0.308	-0.73

Shapiro-Wilk Test of Normality

Table 6

Shapiro-Wilk Test

	Private Universities		Public Universities	
	Statistic	**Sig.**	**Statistic**	**Sig.**
Entrepreneurial Core	0.971	0.00	0.98	0.002
Work Core	0.982	0.004	0.986	0.013
Social Core	0.982	0.004	0.982	0.003
Individual Core	0.976	0.00	0.974	0.00
Economic Core	0.985	0.015	0.99	0.073
Motivation	0.993	0.291	0.995	0.537

- Entrepreneurial core was found significantly different at 1% level of significance with p = 0.054 with the mean value of 3.71 of private universities and mean 3.58 of public universities.
- Scores of public and private universities however did not differ in case of social core (p = 0.147) and individual core (p = 0.435) respectively.

Table 7

Comparison Between Motives of Public and Private Universities (t-test Results)

Entrepreneurial Motive	Private Univ.		Public Univ.		t-value	Df	Sig P-value
	Mean	S.D	Mean	S.D			
Entrepreneurial Core	3.7092	.75137	3.5823	.69789	1.931	484	.054**
Work core	3.7110	.63693	3.5363	.62923	3.041	484	.002*
Social Core	3.5403	.72214	3.4444	.73571	1.451	484	.147
Individual Core	3.5662	.79760	3.5076	.85545	.781	484	.435
Economic Core	3.5540	.66181	3.4049	.69212	2.420	482	.016*
Motivation	3.6221	.56782	3.4943	.55959	2.493	482	.013*

* Significant at 0.05 level of significance

** = Significant at 0.10 level significance level

CONCLUSION

The motivational factors play an important role on the students' intention to take up entrepreneurship as a career option. The study revealed that students of private universities and public universities were significantly different on work core and economic core. The students of private universities were more motivated to exploit one's innate talent in a profession, to utilize ones problem solving and decision making skills, to be creative and innovative and to do something others usually do not do. These needs are similar to the motivational needs given by Murray (1938) to accomplish something difficult, desire to master, organize physical products, people and ideas with independence, to overcome obstacles and achieve high standards of excellence. Also, the students of private universities are highly motivated to earn more as compared to students of public universities. To earn money and supplement family income is very important for survival. The students of private universities want the best monetary returns for all their efforts. The students of public universities need to put in more effort to motivate their students

towards entrepreneurial careers. The research would further help academecians and policy makers to explore motivational factors of students and incorporate certain educational programmes to boost entreprenership as career among students. By knowing their entrepreneurial potential, better counselling can be provided to students can help them make better and more informed career choices.

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