

Entrepreneurial Motivation among the Foreign and Other State Students (FOSS) of Sacred Heart College (Autonomous), Tirupattur. Tamilnadu, India.

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Abstract

Entrepreneurship requires certain abilities to improve one's goal to achieve and contribute something for the society and national economy. Entrepreneurship is understood as various activities related with owning and managing businesses (Nazri, Aroosha, & Omar, 2016). A man or woman cannot win a game that he or she does not play (Shane, S., et al 2003). To win the game students at the early stage have to develop certain characteristics and they influence human motivations and decision making And the characteristics of successful entrepreneurs are considered to be hard work, Zeal for achievement, being optimistic, independence, foresightedness, organizational ability, being creative, innovative and team spirit (Khanka S.S 2006). Therefore entrepreneurial motivation is something which is demanded of from the entrepreneurs and it is associated with various activities.

This article is to analyze the entrepreneurial motivation of the boys and girls of the FOSS (Foreign and other state students) of Sacred Heart College (SHC) (Autonomous), Tirupattur. The research is conducted according to 19 motivational variables of entrepreneurs to set up their own business (Halvadia, N). And they are grouped into various factors like **Goal setting, Uncertainty, Group independence, Problem solving and Innovation (Khanka S.S 2006)** which have been modified. The researchers have used the SPSS and the statistical tool Mann Whitney U Test.

This study on entrepreneurial motivation states that there is no significant difference between boys and girls of the FOSS towards Goal setting, Uncertainty, Group independence, Innovation and Problem solving. And the researchers can continue doing more research on the foreign and other state students in Tamilnadu.

Key words: Entrepreneurial Motivation, Goal setting, Uncertainty, Independence, Innovation.

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I. Introduction

Entrepreneurial Motivation is essential for those who want to venture into entrepreneurial activities. Aldrich and Zimmer (1986) write entrepreneurial activity is about opportunity structures, motivated entrepreneurs who strive to get the available resources and it is about combination, integration or motivation cognition (Locke, 2000). Naffziger, D. W., et al (1994) explain that motivation depends upon the entrepreneur's behavior and it is instrumental for achieving their goal.

In this study the Grouped factors Goal setting, Uncertainty, Group Independence, Innovation and Problem solving are taken for analysis. It is essential to address the individual's entrepreneurial self - efficacy, motivation and commitment which leads to goal setting, motivation and commitment (Boyd and Vozikis, 1994). The higher the goal setting is the stronger the entrepreneurial motivation (Bandura, A. 1997). Schumpeter insisted upon the importance of innovation and pointed out the emerging firms foster innovation for their innovative performance (Jewkes et al., 1958; Acs and Audretsch, 1987).

There are two types of uncertainty. One is internal and the other is external (Kahneman and Tversky's, 1982). And they are grouped according to four themes. They are (1) uncertainty regarding the outcomes of external environment, (2), uncertainty regarding the other actors' actions, (3) uncertainty regarding the lack of knowledge, and (4) the confidence level to deal with uncertainty (Magnani, G., & Zucchella, A. 2018). The independence helps to make one's own decision and independence is considered the key benefit of an entrepreneur (Martin zwillling, Startups.co.uk).

Problem solving is the key factor to solve some problems and to create a conducive atmosphere and reduce the gap between a current state and a desired state. Entrepreneurs exploit opportunities and offer solutions and they are problem solvers using creative or innovative steps. (Gary Keller). The Table.1 gives the details of the places and the No of Students (FOSS).

Table.1 Places and the No of Students (FOSS)

S.No	Place	No of Students
01	Assam	05
02	Kerala	08
03	Manipur	05
04	Nagaland	01
05	Madhyapradesh	01
06	Zambia	05
	Total	25

Source : Primary Data

The **Table.1** gives the details on places and no of students who responded and the respondents are from Assam, Kerala, Manipur, Nagaland, Madhya Pradesh and Zambia who do their studies in SHC, Tirupattur. Entrepreneurship is essential activity for job creation, innovation, socio economic development and prosperity (Shane, S., &Venkataraman, S. 2000). The need for achievement is one of the characteristics for entrepreneurs to cultivate (McClelland (1961),

II. Literature Review

Five research articles have been reviewed and formulated in tabular form which enumerates major objectives and findings.

S.No	Article -Author	Findings
01	Entrepreneurial Motivation among female University youth in Saudi Arabia. WafaN.Almobaireek, Tatiana S.Manolova.	The young women and men in Saudi Arabia have some similarities inorientation towards entrepreneurship. Both groups give importance to the ability to attain financial success, to gain business experience and to show creativity. It reveals that women do not like to start new venture to actualize vision, to control, to achieve but to start a new venture to achieve independence.
02	A binary logistic regression model for entrepreneurial motivation among university students A UAE perspective. Vardhan, J., &Biju, S.	Family owning business, Gender, Education for entrepreneurship, Opportunity and Risk awareness and Perception of the UAE market were identified as the five extrinsic variables. The findings reveal that it is implied that putting all other effects aside, women and men students are equally motivated.
03	The effect of entrepreneurial motivation on entrepreneurial intention of South African rural youth Malebana, M. J. (2021).	The entrepreneurial motivation among the final year commerce students in Limpopo and Mpumalanga, South Africa had a significant positive effect on attitude towards becoming an entrepreneur. And perceived behavioural control and entrepreneurial intention played a vital role.
04	From employment pressure to Entrepreneurial Motivation: An Empirical Analysis of College Students in 14 Universities in China. Yin, L. (2022)	From the findings it was concluded that entrepreneurial motivation is caused by entrepreneurial problems that differ from two realities. They are refugee effect and entrepreneurial effect due to unemployment. Entrepreneurial motivation is driven by the recognition and the value of entrepreneurship.
05	The important impact factors of entrepreneurial motivation for college students. Chang, J. C., Sui, F. M., Hsiao, H. C., & Chiang, P. Y. (2016, December)	Entrepreneurial experience and education helps enhance Entrepreneurship self-efficacy.Risk taking, pre-entrepreneurship training, entrepreneurial potential and intentions, family business influence Self efficacy, Creative Tendency and entrepreneurial motivation.

III. Objectives of the Study

The following are the objectives of the study

1. To analyze the entrepreneurial motivation among the boys and girls of the foreign students (FOSS) in their entrepreneurial ventures.
2. To analyze and give suggestions based on the findings.

Hypothesis of the Study

There is no significant difference in entrepreneurial motivation between boys and girls of foreign and other states (FOSS) in their entrepreneurial venture.

IV. Survey and Methodology

The descriptive statistics analysis has been employed to achieve the objectives of the study.The primary and secondary data used for the study. The data have been collected from the respondents through Google Forms. This study is based on 19 motivational variables of entrepreneurs to set up their own business ((Halvadia, N). And these are assigned under the factors like Goal setting, Uncertainty, Group independence and Innovation ((Khanka S.S 2006) which have been modified. The sample unit is the foreign and other state students who study in Sacred Heart College (Autonomous), Tirupattur. The 19 motivational variables are

distributed to 29 students and only 25 students have responded to it and therefore the sample size is 25. The data collection tool was a structured questionnaire that was used to survey the students. The respondents were using five point Likert Scale to give their opinion for each statement. The researchers have used Statistical Package for Social Sciences (SPSS) to analyze the primary data with the tool Mann Whitney U Test.

V. Findings

Table.2 Mean Score and Standard Deviation

Variables	N	Mean	Std. Dev
1. I prepare a plan before working on a project	25	3.80	.816
2. I revise my goals in view of changing business environment	25	3.64	.569
3. I am not good at tackling with several problems at a time	25	3.00	1.155
4. If I have to work in a new situation I have to sort out the requirements of the new situation	25	3.88	.526
5. I keep my income into considering	25	3.72	.678
6. In case of the need of the situation, I know I could find some alternative source of income.	25	3.92	.493
7. Job Loss frightens me	25	3.44	1.044
8. I have strong desire for social Interaction	25	3.68	.988
9. I do not depend on others for direction	25	3.16	.987
10. I like to work with others	25	4.00	.816
11. I like to be my own boss	25	3.76	1.300
12. I do not feel completely comfortable with me all the times.	25	2.60	.913
13. As and when I face with a problem, I always try to find new solution to overcome it.	25	4.08	.702
14. I remain stick to my approach even while doing something for the first time	25	3.16	.800
15. While dealing with a problem I tend to get struck	25	3.12	.781
16. I begin my day with a list of things to be done	25	3.28	.891
17. I derive satisfaction after facing the challenge	25	3.68	.748
18. I have plan for 10years	25	3.08	1.152
19. I take decision even if am not sure of income	25	3.48	.714
Valid N (listwise)	25		

Source: Computed Primary Data

From the above **Table.2** it was found that the most important variables that have highest mean score contributing to entrepreneurial motivation among students are as and when I face with a problem, I always try to find new solution to overcome it (4.08), I like to work with others (4.00), In case of the need of the situation, I know I could find some alternative source of income (3.92).If I have to work in a new situation I have to sort out the requirements of the new situation (3.88), I prepare a plan before working on a project (3.80). Table.2 presents also the standard deviation of each statement.

5.1 Mann Whitney U Test

It is a non-parametric test which has no specific distribution (McKnight, et, al, 2010). And it is useful to assess the difference between two independent groups with less numbers usually less than 30 (Technology, Networks). It is also known as Wilcoxon rank sum test (Mann&Whitney (1947). The table .3 gives Mean Rank and Sum of Rank in Two Groups.

Table.3 Mean Rank and Sum of Rank in Two Groups

Variables	N	Boys Mean Rank	Girls Mean Rank	Boys Sum of Ranks	Girls Sum of Ranks
1. I prepare a plan before working on a project	25	14.35	12.10	143.50	181.50
2. I revise my goals in view of changing business environment	25	11.80	13.80	118	207
3. I am not good at tackling with several problems at a time	25	12.20	13.53	122	203
4. If I have to work in a new situation I have to sort out the requirements of the new situation	25	13.05	12.97	130.50	194.50
5. I keep my income into consideration	25	11.35	14.10	113.50	211.50
6. In case of the need of the situation, I know I could find some alternative source of income.	25	13.90	12.40	139	186
7. Job Loss frightens me	25	14.10	12.27	141	184
8. I have strong desire for social Interaction	25	13.50	12.67	135	190
9. I do not depend on others for direction	25	13.25	12.83	132.50	192.50
10. I like to work with others	25	12.80	13.13	128	197
11. I like to be my own boss	25	12.30	13.47	123	202
12. I do not feel completely comfortable with me all the times.	25	12.50	13.33	125	200
13. As and when I face with a problem, I always try to find new solution to overcome it.	25	15.20	11.53	152	173
14. I remain stick to my approach even while doing something for the first time	25	11.60	13.93	116	209
15. While dealing with a problem I tend to get struck	25	12.35	13.43	123.50	201.50
16. I begin my day with a list of things to be done	25	14	12.33	140	185
17. I derive satisfaction after facing the challenge	25	13.35	12.77	133.50	191.50
18. I have plan for 10years	25	16.10	10.93	161	164
19. I take decision even if am not sure of income	25	15.85	11.10	158.10	166.50
Valid N (listwise)	25				

Source: Computed Primary Data

The above **Table.3** shows mean ranks and sum of ranks of the gender category boys and gender category girls. It shows the comparison of ranks in two groups. The distribution of the variables for gender categories boys and girls is actualized. The test for the normality distribution was not carried out since dependent variable is ordinal rather than continuous. From this table Gender Category boys and girls out of the 19 variables gender category boys take larger mean ranks than the gender category girls.

The mean ranks are high for the variables or observations like “I have plan for 10 years (**16.10**), I take decision even if I am not sure of income (**15.85**), as and when I face with problem I always try to find new solution to overcome it (**15.20**), I prepare a plan before working on a project (**14.35**), Job loss threatens me (**14.10**) and I begin my day with a list of things to be done (**14**). These observations or variables take higher mean ranks compared to the gender category girls.

5.2 Significance of the Gender Category

The **Table.4** gives the significance level of the gender category boys and girls. The table here consists of test statistics and their significance.

Table.4 Mann Whitney Test, Wilcoxon U test and the P-Value

Variables	N	Mann Whitney	Wilcoxon	Assymp. Sig (2tailed)
1. I prepare a plan before working on a project	25	61.50	181.50	.406
2. I revise my goals in view of changing business environment	25	63	118	.414
3. I am not good at tackling with several problems at a time	25	67	122	.647
4. If I have to work in a new situation I have to sort out the requirements of the new situation	25	74.50	194.50	.972
5. I keep my income into considering	25	58.5	113.50	.295

6.	In case of the need of the situation, I know I could find some alternative source of income.	25	66	186	.504
7.	Job Loss frightens me	25	64	184	.524
8.	I have strong desire for social Interaction	25	70	190	.763
9.	I do not depend on others for direction	25	72.50	192.50	.885
10.	I like to work with others	25	73	128	.905
11.	I like to be my own boss	25	68	123	.685
12.	I do not feel completely comfortable with me all the times.	25	70	125	.766
13.	As and when I face with a problem, I always try to find new solution to overcome it.	25	53	173	.181
14.	I remain stick to my approach even while doing something for the first time	25	61	116	.407
15.	While dealing with a problem I tend to get struck	25	68.50	123.50	.692
16.	I begin my day with a list of things to be done	25	65	185	.542
17.	I derive satisfaction after facing the challenge	25	71.50	191.50	.813
18.	I have plan for 10years	25	44	164	.075
19.	I take decision even if am not sure of income	25	46.50	166.5	.082
Valid N (listwise)		25			

Source : Computed Primary Data

When the formula - $N \times (N + 1) / 2$ is used the researchers get the values for the variable “I prepare a plan before working on a project” when calculated the values are for U1 (boys) $143.50 - 10(10+1) / 2 = 88.5$, for **U2 (girls) 181.50 - 15(15+1) / 2 = 61.50**. Here U2 is less than U1 and it is lower of the two statistics that is seen in the table.4. In the same way for all the other 18 variables U statistic is calculated.

Here the researchers see that the calculated value is more than p-value 0.05. The p-values for all the above variables are greater than 0.05 the assumed level of significance. This indicates that the researchers do not have strong evidence to reject null hypothesis and therefore it is accepted.

VI. Discussion and Conclusion

The 19 Entrepreneurial motivational variables grouped into factors such as Goal setting, Uncertainty, Group independence, Problem solving and Innovation. The significant variables are identified and presented in **Table.5**.

Table: 5 The significant variables, mean rank and P-Value

S.No	Factors Grouped	Sig Variable	Mean Rank(boys)	MeanRank (Girls)	P-value
01	GoalSetting (1,2,16,18)	18	16.10	10.93	P>0.05 (.542)
02.	Uncertainty (4,5,6,7,19)	19	15.85	11.10	P>0.05 (.082)
03.	Group Independence (8,9,10,11,12)	08	13.50	12.67	P>0.05 (.763)
04.	Innovation (13,14,15)	13	15.20	11.53	P>0.05 (.181)
05.	Problem Solving (3,17)	03	12.20	13.53	P>0.05 (.647)

Source: Computed Primary Data

From the Table.5 the researchers understand that the significant variables indicate that boys score higher mean rank in **Goal setting (18.I have plan for 10 years), Uncertainty (19. I take decision even if am not sure of income), Group independence (8. I have strong desire for social interaction) and innovation (13. as and when I face with a problem, I always try to find new solution to overcome it) than girls except in problem solving (3.Not good at tackling several problems at a time)**. The p-values shown in the table.5 are greater than 0.05 the assumed significance level. Therefore there is no evidence to reject the Null Hypothesis and so accept the null hypothesis and conclude that there is **no significant difference in entrepreneurial motivation among the boys and girls of foreign and other state students (FOSS) who study in Sacred Heart College (Autonomous), Tirupattur.**

VII. Implications and Suggestions

From the literature review the researchers see the young women and men in Saudi Arabia,the women do not like to start new a business neither to achieve a vision nor to have control but to achieve independence. There are cultural barriers and other challenges for female students when they go to other countries. Only when they develop the attitude and characteristics like entrepreneurship creative tendency, entrepreneurial

motivation and self-efficacy they will be able to shine in entrepreneurial ventures. Goal setting and functioning effectively at times of uncertainty are crucial for the entrepreneurs. Though from the findings of College students in 14 Universities in China reveal to us that entrepreneurial motivation is driven by gaining recognition and not by entrepreneurial problems it is very important for the entrepreneurs to tackle several problems at a time. From this study we understand the Gender category girls score high mean rank for “not good at tackling several problems at a time”. The Grouped factors **Goal setting, Uncertainty, Group independence, Problem solving and Innovation** play a vital role in the life of entrepreneurs.

Having analysed the above factors the institution could give more importance in terms of entrepreneurial education not only in their respective courses but also apart from their respective courses. And the institution could arrange special programmes for foreign and other state students in order to strengthen their confidence in solving problems and the social interaction with others. And it could explore the possibilities of finding new solutions to the challenges and the problems the FOSS students face in India particularly in Tamilnadu (SHC) where they pursue their studies. It is recommended that the researchers can do further study on foreign and other state students who reside in Tamilnadu, India and pursue their higher studies.

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