

## Effect of Entrepreneurial Attitude on Entrepreneurship Motivation with mediating Role of Entrepreneurial Education

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### Abstract

*The purpose of this study is to examine entrepreneurial attitude effect on entrepreneurship motivation with mediation of entrepreneurial education in university students of Pakistan. An empirical research design provides the basis to answer the research question of how entrepreneurial attitude and entrepreneurial education effects the entrepreneurship motivation among university students. Data collection was made through survey questionnaire by visiting 284 business education students of different departments at various campuses in (Punjab) Pakistan. The linkage between three study variables was examined using factor analysis, reliability, and regression and correlation analysis. The results showed that entrepreneurial attitude contributes positively and significantly to entrepreneurship motivation via entrepreneurship education. At the last, this paper also presents some implications, limitations and suggestions for future research.*

**Keywords:** Entrepreneurial Attitude, Entrepreneurship Motivation, Entrepreneurial Education, Entrepreneurship, Pakistan

### Introduction

Process of developing entrepreneurial culture is an important tool for social and economic growth. It has been thoroughly confirmed that entrepreneurship plays a vital role for economic progress. Formation of new actions through entrepreneurship promotes the growth of economy. Entrepreneurship leads to higher standards of living, higher government revenue, higher individual savings, and higher income generation. In the last decade, entrepreneurs have changed the sense of market and trade through produced commodities, services and new technologies. Economic and social developments are the outcomes of entrepreneurship.

### Entrepreneurs & Entrepreneurship

Entrepreneurship play an important role to increase the economic progress, efficiency, occupation and modernization, and it is usually acknowledged as key characteristics of economic dynamism. Entrepreneurship creates economic opportunities by providing skills, knowledge and ideas. History shows that an entrepreneur is competent to exploit

### Entrepreneurial Attitude

Attitude is an expression or feelings towards a person or thing which shows the favorable or unfavorable evaluation related to the particular object. It can be considered as the behavior precursor with an emotional intention to direct goals.

Attitude affect behavior and individual behavior can be predicted by attitudes. Entrepreneurial attitude can be defined as the positive or negative evaluation of a person towards creating a new business. Therefore, entrepreneurial objective is the base of entrepreneurial actions. It is difficult to understand the complexities of entrepreneurship, which has led multiple disciplines such as business management, economics and psychology to investigate this concept. There are so many factors that have demonstrated attractive during the period of education. First of all, having educational staff and faculty that are supporting and encourage the entrepreneurship (Donckels, 1991). Additionally, students react positively to the role model and make a triumph stories for instance, to facilitate students by providing hosting events that celebrate entrepreneurship e.g. contests & profession days and also provide a phase for university alumni that became fruitful entrepreneurs.

### **Motivation to be Entrepreneurs**

Motivation to entrepreneur considered an extensive to discover the factors discussed in the study of (Solesvik, 2013). Followings are the reasons and goals that encourage an individual to start their own business and these goals and motives to start a business transaction with pull and push elements. To become an entrepreneur, pull factors of motivation required by an individual's because they have an option to become more attractive career in the shape of entrepreneur while those individuals who are decided push to chase entrepreneurship because old-style occupation become less attractive than to choose a career as an entrepreneur.

### **Internal and External Motivation**

The motivational factors have been separated into two parts i.e. internal factors and External factors of motivation. The literature on motivation had faces difficulties during defining the motivation, there are many definitions exist on motivation like maintenance of behaviour and attitude and aspects of direction and activation. The intrinsic and extrinsic factors of motivation affected an individual's personality and their life as well as having an impact on the decision to start a new venture. It is required by successful individuals to maintain their internal and external factors of motivation in different context, at different times and in the right way. The entrepreneurial motivation is depends on the individual's internal and external environment.

### **Entrepreneurship Education**

Entrepreneurship education refer to the sharing business knowledge by providing formal lesson that inform, educate and train students for start-up new business. The purpose of entrepreneurship education is to enhance the level of entrepreneurial behavior and attitude that encourage students to become an entrepreneur. Entrepreneurship education is important for the socioeconomic development. For the economic and social development of their region, many universities highlight the importance of entrepreneurship education by providing themselves as dynamic agents (Rasmussen and Sorheim, 2006).

## **Review of Literature**

The literature consists of the followings concepts of entrepreneurship and entrepreneurship in economic perspective, theoretical review, and stakeholder's views included entrepreneurial attitude, entrepreneurial motivation and entrepreneurship education.

### **Economic Perspective**

From the economic viewpoint Innovation is the main element of firm formation and endurance (Baumol, 1968). Economic opportunity, financial success, self-realization, recognition, authority and economy are entrepreneurial outcome that are closely connected to the entrepreneurial attitude and entrepreneurial motivation (Vanevenhoven & Liguori, 2013). The reason for specified these outcomes in entrepreneurial intention research is to motivate students for starting a business.

### **Personality Attribute Approach**

A trait can be defined as comparatively steady characteristics of an individual that cause to perform in a certain ways. Trait theory states that various personalities hold by individual are calm of these broad dispositions. Contrary to the other theories of personality traits, trait theory of personality tries to highlight the differences among individuals on the bases of their characteristics. Every individual possess different personality trait and this trait theory identifies and measures the characteristics of individual (Cope, 2005).

### **Theory of Planned Behavior (TPB)**

An important & powerful structure of entrepreneurial motivation is based on TPB. Theory of planned behavior advocated that the main factor of action is an individual's intent to perform or not perform related to that action. Entrepreneurial motivation can be accurately anticipated with the help of attitude regarding behavior, subjective norms and entrepreneurship competencies. Attitude related to behavior illustrates positive or negative evaluation of a specific behavior of an individual. The belief about the subsequent of performing the behavior amplify attitude among an individual's (Ajzen, 2005).

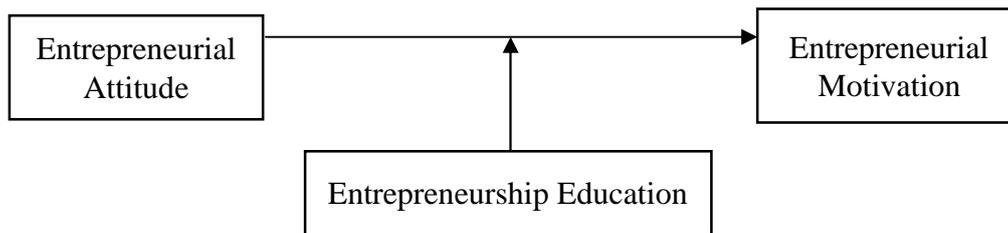
### **Empirical Review**

Naffziger et al., (1994) collected data from Spanish Business people by using survey method based on questionnaire that exist on 5 point Likert scale. 117 questionnaires received from respondents from which 101 correctly completed. He found that individuals having positive results from their behavior encouraged to carrying out the same behavior and increased the motivation to become an entrepreneur and values related to entrepreneurship supports to the creation of favorable attitudes about entrepreneurship.

### **Proposed model: Predictors of entrepreneurial motivation among university students: The role of entrepreneurship education**

This study proposes a model where the attitude, is antecedents of entrepreneurship motivation among university students. It further proposes that entrepreneurship education has a moderating effect on the relationships depicted in the model. That is, the effect of the attitude, on entrepreneurship motivation is greater for students with entrepreneurship education.

#### **Proposed Model**



#### **Hypotheses**

In this particular study, dependent variable (Entrepreneurial Motivation) measured to see if they have any relationship with the dependent variables (Entrepreneurial Attitude,) and moderating variable (Entrepreneurship Education).

In order to find out the impact on entrepreneurial motivation of entrepreneurial attitude, by using the moderating variable (Entrepreneurship Education), the following hypothesis were proposed depending on the objective of the study, theoretical and empirical literature review. Therefore, having theoretical and literature reviews in mind the following hypotheses were developed.

**H1:** The Attitude has a positive effect on entrepreneurship motivation.

**H2:** The Attitude more strongly affects entrepreneurship motivation for students with entrepreneurship education.

#### **Results and Discussion**

First of all, the results of demographic variables have been described under section of descriptive analysis. In the second portion factor analysis reported under section of factor analysis. In the 3<sup>rd</sup> portion correlation matrix has been reported. The next section is based descriptive and reliability analysis. And in the last section, regression analysis conducted which comprises upon the result of simple and multiple regression analysis.

#### **Demographics Analysis**

Demographic characteristics have been analyzed as under:-

**Table 1  
Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Male	147	52	52	52
Female	137	48	48	100.0
<b>Total</b>	<b>284</b>	<b>100.0</b>	<b>100.0</b>	

Table 1 showing that the total respondents to conduct the study analysis are 284 in the survey among which 147 are male with 51.85% proportion and 137 are females with 48.2% proportion.

**Table 2  
University**

<b>University</b>	<b>Frequency</b>	<b>Percent</b>	<b>Percent</b>	<b>Cumulative Percent</b>
GCUF	103	36.3	36.3	36.3
GCWUF	78	27.5	27.5	63.7
BZU	19	6.7	6.7	70.4
UAF	34	12.0	12.0	82.4
IUB	50	17.6	17.6	100.0
<b>Total</b>	<b>284</b>	<b>100.0</b>	<b>100.0</b>	

Table 2 shows that the maximum frequency of respondents is 103 from GCUF, 78 respondents are from the GCWUF, 19 respondents are linked with BZU, data collected from UAF consists of 34 respondents and 50 respondents are from the IUB as their valid percentage is 36.3, 27.5, 6.7, 12.0 and 17.6 respectively.

**Table 3  
Educational Level**

<b>Qualification</b>	<b>Frequency</b>	<b>Percent</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Undergraduate	168	59	59	59
Postgraduate	116	41	41	100.0
Total	284	100.0	100.0	

Table 3 showing that the maximum number of respondents is undergraduate and the next portion of respondents are postgraduate. The frequency of undergraduate students is 168 and their percentage is 59.2% and the frequency of postgraduate students is 116 with 40.8%

**Table 4.1.4  
Department Wise Distribution**

<b>Department</b>	<b>F</b>	<b>%</b>	<b>%</b>	<b>Cumulative Percent</b>
Commerce	165	58.1	58.1	58.1
BBA	106	37.3	37.3	95.4
Banking & Finance	10	3.5	3.5	98.9

Other	3	1.1	1.1	100.0
<b>Total</b>	<b>284</b>	<b>100.0</b>	<b>100.0</b>	

Table 4 shows that out of total 284 respondents, maximum numbers of respondents are from the Commerce department. The numbers of respondents under Commerce Department are 165 with 58.1%. The second categories of number of respondents under Business Administration Department are 106 and their percentage is 37.3. The third categories of number of respondents under Banking & Finance Department are 10 with percentage 3.5. And at the last category, 3 respondents are concerned from other departments with % age is 1.1

**Table 5**  
**Semester Wise**

Semester	Frequency	Percent	Percent	Cumulative Percent
2 <sup>nd</sup>	43	15.1	15.1	15.1
4 <sup>th</sup>	83	29.2	29.2	44.4
6 <sup>th</sup>	101	35.6	35.6	79.9
8 <sup>th</sup>	57	20.1	20.1	100.0
<b>Total</b>	<b>284</b>	<b>100.0</b>	<b>100.0</b>	

Table 5 showing that the frequency of respondents are 43 studying in the 2<sup>nd</sup> semester, 83 respondents are from the 4<sup>th</sup> semester, 101 respondents under 6<sup>th</sup> semester and 57 number of students fall in 8<sup>th</sup> semester with valid percentage 15.1, 29.2, 35.6, and 20.1 respectively.

**Table 6 Respondents CGPA**

CGPA	Frequency	Percent	Percent	Cumulative Percent
2.5-3.0	60	21.1	21.1	21.1
3.1-3.5	123	43.3	43.3	64.4
3.6-4.0	101	35.6	35.6	100.0
Total	284	100.0	100.0	

Table 6 illustrates that the 60 respondents out of total 284 respondents having 2.5-3.0 CGPA with 21.1%. The maximum frequency of students is 123 having 3.1-3.5 CGPA and their percentage is 43.3. And the numbers of students' falls in 3.6-4.0 CGPA are 101 with % age 35.6.

### Factor Analysis

#### 7 Factor Analysis of Entrepreneurial Attitude

Factor Analysis of Entrepreneurial Attitude	
Entrepreneurial Attitude (KMO= .635)	Factor Loading
1. "A career as entrepreneur is attractive for me"	.812
2. "If I had the opportunity and resources, I would become an	.662

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entrepreneur”.	
3. “Being an entrepreneur suggests more advantages than disadvantages to me”.	.660
4. “Being an entrepreneur would bring me great satisfaction”.	.565
<b>Cumulative percentage of the variance explained (%)</b>	<b>46.319</b>

Table 7 shows the factor analysis of Entrepreneurial attitude. No one item has been left out because of low factor loading. Total variance explained shows a 46.319 cumulative %. Entrepreneurial attitude has a significant and acceptable KMO that is .635. KMO value of greater than 0.50 is usually considered to be significant and acceptable.

**Table 8  
Factor Analysis of Entrepreneurial Motivation**

<b>Factor Analysis of Entrepreneurial Motivation</b>	
<b>Entrepreneurial Motivation (KMO=.849)</b>	<b>Factor Loading</b>
1 Enables me to get public recognition	.638
2 Allows me to have authority	.615
3 Enables my personal fulfilment	.586
4 Allows me to be my own boss	.586
5 Allows me to afford independence	.585
6 Allows me to get a comfortable life	.580
7 Allows me to ensure a secure future for the family	.574
8 Enables increased funding for retirement	.543
9 Helps me to increase personal income	.542
10 Allows me to have the power to make decisions	.536
11 Makes it possible to increase opportunities for profit	.529
12 Allows me to participate in the whole decision-making process	.523
13 Allows me to be close to family	.522
14 Allows me to be free	.522
15 Allows me to choose my own tasks	.521
16 Enables me to get monetary compensation based on merit	.521
17 Allows me to face challenges	.518
18 Enables me to prove that I can be successful	.511
<b>Cumulative percentage of the variance explained (%)</b>	<b>30.706</b>

Table 8 shows the factor analysis of Entrepreneurial Motivation. Three (03) items has been excluded from the factor analysis of entrepreneurial Motivation. Total variance explained shows a 30.706 cumulative %. Entrepreneurial Motivation has a significant and acceptable KMO that is .849. The value of KMO greater than 0.50 is usually considered to be significant and acceptable.

**Table 9**  
**Factor Analysis of Entrepreneurship Education**

<b>Factor Analysis of Entrepreneurship Education</b>	
<b>Entrepreneurship Education (KMO=.763)</b>	<b>Factor Loading</b>
1.used entrepreneurship stories as teaching material	.700
2.guided students to utilize a variety of different experts	.693
3.enabled students to create marketing etc. material for companies	.689
4.guided students how to manage with their money	.650
5.enabled students to create their own company	.628
6.organized / taking part in competition connected to entrepreneur	.613
<b>Cumulative percentage of the variance explained (%)</b>	<b>43.968</b>

Table 9 represents the factor analysis of Entrepreneurship Education. No any item has been excluded from the factor analysis of entrepreneurship education. Total variance explained shows a 43.968 cumulative %. Entrepreneurship education has a significant and acceptable KMO that is .763. The value of KMO greater than 0.50 is usually considered to be significant and acceptable.

#### **Descriptive Analysis**

**Table 10**  
**Descriptive Statistics**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Entrepreneurial Attitude	284	2.00	5.00	4.3433	.50842
Entrepreneurial Motivation	284	2.78	5.00	4.2868	.44452
Entrepreneurship Education	284	2.00	5.00	4.2852	.54141
Valid N (listwise)	284				

Table 10 shows the mean, minimum, maximum and standard deviation values against all the independent, dependent, and moderating variables. This illustration represents that the minimum, maximum, mean and standard deviation values against Entrepreneurial Attitude are 2.00, 5.00, 4.3433 and .50842 respectively. Similarly minimum, maximum, mean and standard deviation values against dependent variable i.e. entrepreneurial motivation are 2.78, 5.00, 4.2868 and .44452 respectively. In the last the values against moderating variable i.e. entrepreneurship education have been found as minimum 2.00, maximum 5.00, mean value 4.2852 and standard deviation .54141.

**Table 11**  
**Correlation among Independent, Dependent and moderating variables**

<b>Correlations</b>			
Variable	Entrepreneurial Attitude	Entrepreneurial Motivation	Entrepreneurship Education
Entrepreneurial Attitude	1	.405**	.391**
Entrepreneurial Motivation		1	.638**
Entrepreneurship Education			1

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

Correlation shows the nature and direction of relationships among variables. Table 4.4 shows the values of independent, dependent and moderating variables. The maximum value of correlation among two variables can be -1 to +1. Minus sign shows negative and inverse connection among variables whereas positive sign shows positive and direct relationship. Zero value shows that there is no association among variables. Further values near to 1 show near perfect correlation and value equal to 1 describes perfect correlation. Values near to 0.70 shows strong, values near to .50 show moderate and values near to .10 show weak/small correlations. Here the value of correlation between entrepreneurial attitude (Independent Variable) and entrepreneurial motivation (Dependent Variable) is .405. Positive sign shows the direct and positive relationship between these variables. Further value of correlation is near to .70 which implies that nature of relationship among these variables is strong.

The moderating variable (Entrepreneurship Education) has a positive relationship with dependent variable (Entrepreneurial Motivation) as shown by the value is .638. The value of Correlation between entrepreneurship education and entrepreneurial motivation shows that increase in entrepreneurial motivation is the result of increase in entrepreneurship education. So there is a significant and direct relationship between these variables.

### **Reliability Analysis**

**Table 12**  
**Cronbach alpha Values**

Variable	Nature of Variable	No of Items	Cronbach alpha Value
Entrepreneurial Attitude	Independent Variable	04	.604
Entrepreneurial Motivation	Dependent Variable	18	.864
Entrepreneurship Education	Moderating Variable	06	.743

Christmas and van Aelst (2006) said that for good reliability test, the value of the Cronbach alpha should be .5 The above table shows the Cronbach values of all variables independent variables i.e. Entrepreneurial Attitude, dependent variable i.e. Entrepreneurial Motivation and Entrepreneurship Education which is the moderator are .604, .864 and .743 respectively. It means that instruments are reliable.

### Regression Analysis

Regression analysis has been conducted with the help of SPSS 20 to test the research hypotheses. Results of Regression Analysis are shown in Tables from 4.6.1 to 4.6.6 which are discussed below one by one

**Table 13**

#### **Regression analysis showing the relationship of Entrepreneurial Attitude and Entrepreneurial Motivation**

To test the impact of entrepreneurial motivation simple regression analysis has been run through SPSS. Here entrepreneurial attitude is predictor and entrepreneurial motivation is dependent variable.

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error</b>
1	.405 <sup>a</sup>	.164	.161	.40719

a. Predictors: (Constant), AVGA

“From the table of model summary value of Adjusted-R<sup>2</sup> .161. R-Square shows amount of variance due to independent variable in the dependent variable”. As value is .164 it can be interpreted as entrepreneurial attitude is explaining 16.4 % of variation in entrepreneurial motivation.

**Table 14**  
**ANOVA<sup>a</sup>**

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	9.132	1	9.132	55.077	.000 <sup>b</sup>
	Residual	46.592	281	.166		
	Total	55.724	282			

a. Dependent Variable: AVGEM  
b. Predictors: (Constant), AVGA

Above table shows values regarding F statistics and its significance value. Further it also provides values regarding F and its significance. Here the value of F= 55.077

along with its significance value of  $p=.000$  shows that overall fitness of the model is very good.

**Table 15**  
**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	2.748	.209		13.160	.000
	AVGA	.354	.048	.405	7.421	.000

a. Dependent Variable: AVGEM

Coefficients table of regression analysis provides results regarding regression coefficients. Here coefficient table shows values of p, t and  $\beta$  as  $P<.000$ ),  $t=7.421$  and  $\beta=.354$ .

The value of  $\beta$  is .354 shows that one unit change in entrepreneurial attitude will cause .354 unit change in entrepreneurial motivation. Here value of t statistics is significant. It confirmed from the value of p.

**Table 16**  
**Multiple Regression showing the impact of Entrepreneurial Attitude on Entrepreneurial Motivation with moderating effect of entrepreneurship Education**

Model Summary				
Model	R	R Square	Adjusted R <sup>2</sup>	Std. Error of the Estimate
1	.405 <sup>a</sup>	.164	.161	.40719
2	.660 <sup>b</sup>	.436	.432	.33495

a. Predictors: (Constant), AVGA

b. Predictors: (Constant), AVGA, AVGEE

In model 1 regression was run by using considering just independent variable i.e. entrepreneurial attitude. Here in model 1 the value of the Adj R square is .161. In the model 2 regression was used by considering the moderating variable i.e. entrepreneurship education along with independent variable i.e. entrepreneurial attitude. In this model value of Adj R Square was .432. Here the change in R square is .272. Value of change in R square shows that collectively independent variable and moderating variables are explaining greater variation in dependent variable.

**Table 16**  
**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.132	1	9.132	55.077	.000 <sup>b</sup>

	Residual	46.592	281	.166		
	Total	55.724	282			
2	Regression	24.309	2	12.155	108.335	.000 <sup>c</sup>
	Residual	31.415	280	.112		
	Total	55.724	282			

a. Dependent Variable: AVGEM

b. Predictors: (Constant), AVGA

c. Predictors: (Constant), AVGA, AVGEE

In model 1 value of F is 55.077 and its p value is .000 which shows a significance of model. In model 2 value of F is 108.335 with p is .000. Both the models are significant.

**Table 17**  
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.748	.209		13.160	.000
	AVGA	.354	.048	.405	7.421	.000
2	(Constant)	1.597	.198		8.054	.000
	AVGA	.161	.043	.184	3.767	.000
	AVGEE	.465	.040	.567	11.631	.000

a. Dependent Variable: AVGEM

In model 1 the value of Beta is .354 and the value of t is 7.421 and p value is .000. In model 2 the value of p, t and for independent and moderating variable as:

Independent variable	Moderating variable
P<.000)	P<.000)
t= 3.767	t= 11.631
= .161	= .465

“ (coefficient) is used to give prediction of change in dependent variable due to one unit change in independent variable. The value in 2<sup>nd</sup> model is .161 and it shows that one unit change in entrepreneurial attitude will cause .161 unit changes in the dependent variable .i.e. entrepreneurial motivation. Further value of (unstandardized coefficient) against entrepreneurship education shows one unit change in entrepreneurship education will bring .465 units change in dependent variable (Entrepreneurial Motivation)”.

## **Findings**

This purpose of this conducted study is to investigate the impact of entrepreneurial attitude, subjective norms and entrepreneurial competencies on entrepreneurial motivation under the moderating role of entrepreneurship education. The results showed that entrepreneurial attitude is positively associated with entrepreneurial motivation. Positive direction shows that increase in entrepreneurial attitude will increase the motivation of individuals to become an entrepreneur. Further the moderating role of entrepreneurship education between the relationship of entrepreneurial attitude and entrepreneurial motivation has also been found. Here moderating variable i.e. entrepreneurship education fully moderates the relationship as shown in the results that entrepreneurial attitude more strongly impact on entrepreneurial motivation with moderating role of entrepreneurship education.

## **Conclusions and recommendations**

This investigation proved that entrepreneurial attitude, have a significant impact on the entrepreneurial motivation, however entrepreneurial motivation covariate at a moderate level whereas entrepreneurial motivation and entrepreneurial attitude covariate at lower level. Same tendency was also observed in the relationship of competencies and entrepreneurial motivation. From the above findings it can be concluded that entrepreneurial attitude, competencies and subjective norms have significant impact on entrepreneurial motivation.

## **Limitations**

This research like other researches also has some limitations. The first limitation of this study is cross sectional nature. Data is cross sectional and on the basis of this cause and effect relationship cannot be concluded. Further a limited number of universities were approached for data collection. And overall population has not been approached for data collection. Another limitation attached to this study is small sample size. The sample size is small and larger sample size may yield different results. Additionally data was collected only from the enrolled students who don't have any practical experience related to entrepreneurial activities.

## **Future Directions**

This study also presents some potential areas to be explored in future. First of all in future researches could be conducted by collecting data from a large sample size. Future research could examine this study for mixed gender with more heterogeneous sample. A qualitative study may provide deeper insights. This research was cross-sectional in nature. In future, longitudinal research may reveal more detailed and in-depth results. Only a few number of variables have been tested in this study, in future research different sets of variable combinations could be use.

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