

An Empirical Study of Educators' Inclination towards Entrepreneurship

Ms. Saumya Singh & Mr. Abhijeet Biswas¹

Research scholars

Faculty of Management Studies, Banaras Hindu University

Varanasi (U.P) Pin code: 221005

¹E-mail: abhijeetniftblr@yahoo.com

ABSTRACT

Entrepreneurship is considered as the strength for socio-economic development. It helps in mitigation of poverty by creating employment opportunities (Blenker, P., et. al. 2006; Haftendorn & Salzano, 2003; Isaacs, E. et al. 2007). Entrepreneurship helps in the achievement of national wealth and prosperity. Entrepreneurship may be described as the visualization and realization of new thoughts by insightful individuals, who are willing to utilize the information and mobilize resources to execute their visions (Nystrom, 1995). The focus is not only on the idea generation but also on the promotion and implementation of some change. In India, Various MSME schemes and programmes were running by many agencies to promote entrepreneurial skills among both prospective entrepreneurs as well as educators too. The prior literatures also indicated that teaching contributes a lot in producing entrepreneurs (Dickson, P. et. al. 2008; Edelman, L. et. al., 2008). The study aims to determine the overall attitude of educators towards Entrepreneurship leaning and also to find out the key factors of educators' in promoting entrepreneurship among students. The study concluded that Entrepreneurship skills among educators were found to be positive and significant. The factors that are generated from

Principal Component Analysis are self-adequacy, dedication, self-reliance, calm & versatile, effective counsellor and proficient & innovative.

Keywords: *Educators' attitude; self-adequacy; dedication; self-reliance; calm & versatile; effective counsellor and proficient & innovative.*

Introduction

Entrepreneurship has slowly become one of the most interesting fields for research throughout the world. It has played a vital role in the regional and social development of various countries. Entrepreneurs are responsible for the overall development of economy.

Education has to do a lot with nurturing the hidden entrepreneurial traits of human beings. Teacher plays a key role in motivating students and encouraging them to go for entrepreneurial careers. Professional development of a teacher is an essential part of the development of enterprising activities in schools. A teacher needs various traits to motivate students for taking entrepreneurial careers. He should be a good orator in class. He should be comfortable with handling and managing various projects. He should have a decent understanding of the learning process and he should also possess

excellent negotiating skill and should encourage involvement of colleagues and students. Thus, there is an urgent requirement of developing entrepreneurial potential of teachers.

Educators' attitude and readiness towards teaching and learning plays an instrumental role in producing stable entrepreneurs. They are responsible for injecting entrepreneurial values among participants and students. Entrepreneurship is a key driver of economic growth of a country. Entrepreneurship development plays a vital role in facing the competitive global economy which could be triggered by the factors of innovation. Identifying the high quality entrepreneurship education and training for the students is one of the roles of policy makers and educators. Students' motivation, learning and achievement are highly influenced by the teachers' tendency and ability to teach effectively. Two different teachers can teach the same matter in entirely two different ways, producing varied interest levels of students.

REVIEW OF LITERATURE

The existing literature indicates that education contributes a lot in developing entrepreneurs (Dickson, Solomon and Weaver, 2008; Edelman, Monolova and Brush, 2008).

Van Praag and Versloot (2007) stated that progress in entrepreneurial activities is required for economic growth of a nation. Previous researches have shown a positive correlation between entrepreneurial activities and economic outcomes. Policy makers also believe that increased levels of entrepreneurship can be reached through education (European Commission, 2006) and especially entrepreneurship education.

Therefore, such education is promoted and implemented into school curricula in many of the European member countries (European Commission, 2006) and the United States (Kuratko, 2005). A key assumption underlying these programs is that entrepreneurship skills can be taught and are not fixed personal characteristics.

An education system nurtures creative thinking, questioning behaviour, independence and self-reliance - essential skills and attitudes that make up an entrepreneurial mindset (Haftendorn and Salzano, 2003).

Evidence on the effectiveness of entrepreneurship promotion programs is still scarce, and findings from existing impact evaluations are widely heterogeneous. Early evaluations from Latin America's Jovenes programs targeted to vulnerable youth, though not conventional entrepreneurship programs, suggested that vocational and life skills training combined with an internship in private firms could be potentially useful for self-employment promotion as well (Attanasio et al., 2011; Card et al., 2011).

Empirical study on occupational choice in developed economies proposes that individual' personal characteristics (Kihlstrom and Laffont, 1979) and regional factors (Georgellis and Wall, 2000) play a crucial task in persuading the entrepreneurial judgments. The decision of individuals to become entrepreneurs is generally modelled in terms of utility maximization, where the economic returns from entrepreneurship are compared to returns of wage employment (Lucas, 1978; Holmes and Schmitz Jr., 1990; Jovanovic and Boyan, 1979).

An entrepreneurial teacher focuses more on coaching than ordinary classroom

teaching (Blenker, Dreisler and Kjeldsen, 2006). He keeps a close eye on students' learning during project work and acts as role model, consultant, obstetrician, trader and chameleon (Fiet, 2000).

The complexity increases as the training programs combine other financial and advisory support especially for social assistance beneficiaries (Almeida and Galasso, 2009; Carneiro et al., 2009; Macours et al., 2012).

RESEARCH METHODOLOGY

This study is based on primary data through a structured questionnaire of Ramayah and Harren (2005) with 5 point likert scale and qualitative interview with educators were also employed to gather the data. Reliability of questionnaire was tested by Cronbach's alpha value. It can be observed that Cronbach's alpha value for the questionnaire came out 0.701 which is more than acceptable value of 0.6 (Nunally, 1999). The convenience sampling technique has been used, through which 84 responses were received out of targeted 100 educators from Varanasi region. The educator consists of assistant professor, associate professor and professor from different colleges and educational institutions. Tools like descriptive statistics, one sample t-test, factor analysis and ANOVA were used to test the data using SPSS 20.

OBJECTIVES OF THE STUDY

The objectives of the present study are as follows:

1. To know the educators' attitude towards entrepreneurship education.

2. To identify the underlying factors of entrepreneurial inclinations in educators.
3. To analyze the influence of demographic variable (age and gender) on the educator's attitude towards entrepreneurship.

HYPOTHESES OF THE STUDY

In order to attain the second objective of the study, a statistical approach 'exploratory factor analysis' was applied. For the remaining two objectives, these null and alternative hypotheses were made and tested statistically.

H_{0A} : Educators have unfavorable understanding towards the entrepreneurship education.

H_{1A} : Educators have favorable understanding towards the entrepreneurship education.

H_{0B} : There is no significant difference in attitude of educators towards entrepreneurship with different age groups.

H_{1B} : There is significant difference in attitude of educators towards entrepreneurship with different age groups.

H_{0C} : There is no significant difference in mean attitude score of male and female experts towards inclination of entrepreneurship.

H_{1C} : There is significant difference in mean attitude scores of male and female experts towards inclination of entrepreneurship.

RESULTS AND DISCUSSION

On the basis of primary data surveyed, the following are the analysis and discussion regarding opinion of entrepreneurship inclination among educators of Varanasi region. The whole discussion would be

divided into three sub-sections. First part deals with identifying the overall understanding of educators towards entrepreneurship education, followed by identifying the important factors of entrepreneurial inclinations in educators and last section analyzes the influence of demographic variables (such as experience and gender) on the attitude of educator towards the entrepreneurial idea.

I. Educators' understanding towards the entrepreneurship education

In order to test the first hypothesis regarding the educators' understanding relating to adequacy of entrepreneurship concept, one sample t-test was applied. This test would help to know whether the educators have thoughtful towards entrepreneurship education among their students. The result of descriptive statistics shows that the sample mean of the educators' understanding score is 109.5476 which are higher than test value (i.e., 87) and standard deviation (i.e., 8.29923).

Insert Table 2 (a) & (b) about here

It gives an indication that the educators' overall understanding towards entrepreneurship adequacy and learning is favorable. It can be added that, the educators' know the concept of entrepreneurship well and would be able to produce the knowledge among their students effectively (Blenker, Dreisler and Kjeldsen, 2006). Hence, we can say that null hypothesis (H_{0A}) is rejected in favor of alternate hypothesis (H_{1A}). Thus, the significant result is obtained regarding adequacy of educators understanding and thinking about entrepreneurship education.

II: Important-Factors of entrepreneurial inclinations in educators

Principal Component Analysis was conducted with varimax rotation method to know the important factors for entrepreneurial inclinations in educators. Six factors were recovered from the analysis (see Table 3). The Eigen value of each factor is greater than one.

Insert Table 3 (a), (b) about here

The extracted factor from principal component analysis for entrepreneurial inclinations among educators are self-adequacy, hardworking, self-reliance, calm & versatile, effective counsellor and proficient & innovative. The total variance explained by principal component analysis was 65.5 percent. It is concluded from the principal component analysis that self-adequacy, hardworking, self-reliance, calm & versatile, effective counsellor and proficient & innovative are most feasible factors of entrepreneurial inclinations in educators.

III. Influence of demographic variable (age & gender) on Educators' Inclination

In order to analyze the influence of demographic variable (age and gender) on the endorsement of educators' understanding towards entrepreneurship education, one way ANOVA has been applied. The descriptive statistics shows that the sample mean of the educators' adequacy scores of each group is almost same, with slight fluctuation of standard deviations in each group. Mean scores and standard deviations for attitude of both age

and genders are shown in table 4 (a) and (b) respectively.

Insert Table 4(a) (b) about here

It can be depicted from table 4 (a), it was found that factors such as dedication and self-reliance have divergence in opinion among educators belonging to different age group towards entrepreneurship. Educators belonging to age group of below 25 years and 25-30, were found to be more dedication towards their work and less inclination towards entrepreneurship. Consecutively, more experience and senior educators (i.e., above 30 years age) were found to be highly self-reliance and self-sufficiency in their approach.

Moreover table 4 (b) depicts that, dedication is also found to be difference of opinion in male and female inclination towards entrepreneurship. In addition, there is difference in attitude of male and female educators towards entrepreneurship were found in relation to proficient & innovative behavior. Male educators were found more innovative and skillful in their approach where female educators were found more dedicated and hardworking. Thus, considering above factors such as dedication, self-reliance and Proficient & innovative, H_{0B} and H_{0C} were rejected in favor of H_{1B} and H_{1C} at 5% level of significance.

FINDINGS & CONCLUSION

Promoting entrepreneurial skill through education system must motivate and help the students to become entrepreneurs. It encourages creative thinking independence and innovation among students which were the essential abilities that make up an

entrepreneurial mindset (Haftendorn & Salzano, 2003).

It was found that the educators' overall understanding towards entrepreneurship adequacy and learning is favourable i.e., able to produce the knowledge among their students effectively. The major factors of entrepreneurship adequacy that have been found among educators were self-adequacy, hardworking, self-reliance, calm & versatile, effective counsellor and proficient & innovative. However, differences in opinion among educators were found belonging to different age group and gender. Thus, more experience and senior educators (i.e., above 30 years age) were found to be highly self-reliance and self-sufficient in their approach. Consecutively, male educators were found more innovative and skilful in their approach whereas female educators were found more dedicated and hardworking. Hence, we can conclude that the educators' role in uplifting the students towards entrepreneurship is very crucial. The educator encourages the entrepreneurial capacity of students by igniting the entrepreneurial ideas; giving advice & coaching for learning venturing skills. They also give guidance how to access the resources, supportive rules and procedures to regulate the university culture that strengthens students' entrepreneurship behaviour (Vanburg, E. et. al. 2008).

REFERENCES

- [1].Almeida, R., & Galasso E. (2009). Jump-starting Self-employment? Evidence for Welfare Participants in Argentina. *World Development*, 38(5).
- [2].Attanasio, O., Kugler. A & Meghir C. (2011). Subsidizing Vocational

- Training for Disadvantaged Youth in Developing Countries: Evidence from a Randomized Trial. *American Economic Journal*, 93, 188-220.
- [3]. Biswas, A. (2014). Role of Entrepreneurship Development Programmes in Promoting MSME Sector. *International Journal for Management Science and Technology (IJMST)*, Vol. 2(7), 5-13.
- [4]. Blenker, P., Dreisler, P. and Kjeldsen, J. (2006). Entrepreneurial education at university level – Contextual challenges. *Tallin University of Technology Working Paper Number 151*.
- [5]. Carneiro, P., Galasso E. & Ginja R. (2009). The Impact of Providing Psycho-Social Support to Indigenous Families and Increasing their Access to Social Services: Evaluating Chile Solidario. Washington DC: World Bank.
- [6]. Card, D., Ibarra P. & Regalia F. (2011). The Labor Market Impacts of Youth Training in the Dominican Republic. *Journal of Labor Economics*, 29(2).
- [7]. Dickson, P. H., Solomon, G. T. and Weaver, K. M. (2008). Entrepreneurial selection and success. *Journal of Small Business and Enterprise Development*, 15(2), 239-258.
- [8]. Dubey, S. K. & Malik, R. K. (2013). Comparative Analysis of Rural Consumers' Preferences for Mobile Service Providers. *Amity Management Review*, Vol. 3(1).
- [9]. European Commission (2006). Entrepreneurship education in Europe: Fostering entrepreneurial mindsets through education and learning. Final Proceedings of the Conference on Entrepreneurship Education in Oslo.
- [10]. Fiet, J. O. (2000). The pedagogical side of entrepreneurship theory. *Journal of Business Venturing* 16, 101-117.
- [11]. Georgellis, Yannis & Howard J. (2000). What Makes a Region More Entrepreneurial? Evidence from Britain. *Annals of Regional Science*, 385–403.
- [12]. Haftendorn, K. and Salzano, C. (2003). Facilitating youth entrepreneurship, part 1: An analysis of awareness and promotion programmes in formal and non-formal education programmes. *Seed working paper number 59 - series on youth and entrepreneurship*. Geneva: International Labour Office.
- [13]. Holmes, Thomas J. & James A. (1990). A Theory of Entrepreneurship and Its Application to the Study of Business Transfers. *Journal of Political Economy*, 265–294.
- [14]. Jovanovic & Boyan. (1979). Job Matching and the Theory of Turnover. *The Journal of Political Economy*, 972–990.
- [15]. Kihlstrom, Richard E. & Jean Jacques Laffont. (1979). A General Equilibrium Entrepreneurial Theory of Firm Formation Based on Risk Aversion. *Journal of Political Economy*, 719–748.
- [16]. Kumar, R. & Singh, S. (2014). Compliance of Corporate

- Governance Disclosure: Evidence from Indian Financing Companies. *International Journal of Trends in Business Administration (IJTIBA)*, 3 (3), 278-290.
- [17]. Kuratko, D.F. (2005). The emergence of entrepreneurship education: Development, trends, and challenges. *Entrepreneurship Theory and Practice*, 29(5), 577-598.
- [18]. Lucas & Robert. (1978). On the Size Distribution of Business Firms. *Bell Journal of Economics*, 508-523.
- [19]. Macours, K., Premand P. & Vakis R. (2012). Transfers, Diversification and Household Risk Strategies: Experimental Evidence with Lessons for Climate Change Adaptation. *Policy Research Working Paper Series No. 6053*. Washington DC: World Bank.
- [20]. Singh, S. & Kumar, R. (2013). Execution of International Financial Reporting Standards (IFRS) in India: An analysis. *Edited book on "Reinventing Management Strategies in Marketing and Finance"*, Bharti Publications, New Delhi, pg. 220-228.
- [21]. Singh, S. (2014). Experts' Opinion on Feasibility of IFRS in Indian Financial Reporting System. *Edited Book on "Management Innovations"*, Mc Graw Hill Education, New Delhi, 79-87, ISBN (13):978-93-392-0324-5, ISBN (10): 93-392-0324-0.
- [22]. Van Praag, C.M. & Versloot P. (2007). What is the value of entrepreneurship? A review of recent research. *Small Business Economics* 29(4), 351-382.

APPENDICES

Table 1: Demographic Profile of Respondents

Variables		No. of Respondents
Age group	Below 25	14
	25-30	16
	30-35	18
	Above 35	36
	Total	84
Gender	Male	54
	Female	30
	Total	84

Source: Data collected through survey

Table 2 (a): One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Educators_Attd	84	109.5476	8.29923	.90552

Table 2 (b): One-Sample Test

	Test Value = 87					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Educators_Attd	24.900	83	.000	22.54762	20.7466	24.3487

Table 3 (a): KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.655
df	406
Sig.	.000

Table 3 (b): Total Variance Explained

Component	Initial Eigen values			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.823	16.632	16.632	4.823	16.632	16.632
2	3.085	10.639	27.271	3.085	10.639	27.271
3	2.386	8.227	35.498	2.386	8.227	35.498
4	2.151	7.419	42.917	2.151	7.419	42.917
5	2.051	7.072	49.989	2.051	7.072	49.989
6	1.913	6.596	56.585	1.913	6.596	56.585
7	1.658	5.716	62.300			
8	1.428	4.925	67.225			
9	1.229	4.239	71.464			
10	1.168	4.029	75.493			
11	.999	3.446	78.939			
12	.868	2.992	81.931			
13	.781	2.695	84.626			
14	.628	2.165	86.790			
15	.558	1.926	88.716			
16	.511	1.760	90.476			
17	.464	1.601	92.078			
18	.389	1.341	93.419			
19	.354	1.222	94.641			
20	.318	1.095	95.736			
21	.271	.934	96.670			
22	.247	.853	97.523			
23	.200	.690	98.213			
24	.146	.504	98.717			
25	.124	.429	99.146			
26	.102	.353	99.499			
27	.066	.228	99.727			
28	.055	.190	99.917			
29	.024	.083	100.000			

Extraction Method: Principal Component Analysis.

Table 3(c):Component Matrix

	Component					
	1	2	3	4	5	6
I believe that my closest friends think that I should pursue a career as an entrepreneur	.517					
I do not care what people who are important to me think if I decide to be an entrepreneur	.354					
I am good at handling unforeseen situations	.546					
When I make plans, I am almost certain that I can make them work	.592					
I would seriously consider starting my own business if I can't find a job	.460					
I would prefer to have my own successful business than to be in a secure and well paid job	.727					
I feel that the risks and insecurities associated with being in business are acceptable	.613					
I set goals for myself in order to direct my activities	.559					
When confronted with a problem I can usually find several solutions	.654					
I like the opportunity to come up with innovative solutions to problem	.515					
Running my own business would be more prestigious than working for others	.474					
I have good social networks that can be utilized when I decide to be an entrepreneur	.607					
Sometimes I feel that I don't have enough control over the direction my life is taking.		-.655				
My misfortune results from the mistakes I make		-.629				
In my case getting what I want has nothing to do with luck		-.559				
I am likely to make more money running my own business than working for others		.559				
A comprehensive unit on how to run a business would be a useful course for me		.479				
I look forward to return to work when I am away from my work		.662				
I am more efficient because I do more work in less time			.734			
I have access to capital to start being an entrepreneur			.459			
I have access to supporting information to start being an entrepreneur				.411		
I remain calm while handling unforeseen situation				-.580		
I remain calm when facing difficulties				.515		
It is important to teach student about entrepreneurship and starting a business.					-.583	
I closely monitor areas where I know I need more practice					.559	
I like to take calculated risks with new ideas						.525
There is a direct connection between how hard I study and the grades I get						.509
Working hard is something I like doing						-.333
When working in group I prefer being a leader rather than a follower						.438

Extraction Method: Principal Component Analysis.

a. 6 components extracted.

Table 4 (a): ANOVA for Age groups

		Sum of Squares	df	Mean Square	F	Sig.
Factor Score 1: (self-adequacy)	Between Groups	7.262	3	2.421	2.557	.061
	Within Groups	75.738	80	.947		
	Total	83.000	83			
factor score 2 (Dedication)	Between Groups	21.790	3	7.263	9.493	.000
	Within Groups	61.210	80	.765		
	Total	83.000	83			
Factor score 3: (self-reliance)	Between Groups	15.437	3	5.146	6.093	.001
	Within Groups	67.563	80	.845		
	Total	83.000	83			
Factor score 4 (calm and versatile)	Between Groups	.657	3	.219	.213	.887
	Within Groups	82.343	80	1.029		
	Total	83.000	83			
Factor score 5: (effective counselor)	Between Groups	2.108	3	.703	.695	.558
	Within Groups	80.892	80	1.011		
	Total	83.000	83			
Factor score 6: (proficient & innovative)	Between Groups	.373	3	.124	.120	.948
	Within Groups	82.627	80	1.033		
	Total	83.000	83			

Table 4 (b): ANOVA for gender

		Sum of Squares	df	Mean Square	F	Sig.
Factor Score 1: (self-adequacy)	Between Groups	.047	1	.047	.046	.830
	Within Groups	82.953	82	1.012		
	Total	83.000	83			
Factor score 2 (Dedication)	Between Groups	7.295	1	7.295	7.901	.006
	Within Groups	75.705	82	.923		
	Total	83.000	83			
Factor score 3: (self-reliance)	Between Groups	2.068	1	2.068	2.095	.152
	Within Groups	80.932	82	.987		
	Total	83.000	83			
Factor score 4 (calm and versatile)	Between Groups	.458	1	.458	.455	.502
	Within Groups	82.542	82	1.007		
	Total	83.000	83			
Factor score 5: (effective counselor)	Between Groups	.524	1	.524	.521	.472
	Within Groups	82.476	82	1.006		
	Total	83.000	83			
Factor score 6: (proficient & innovative)	Between Groups	10.020	1	10.020	11.259	.001
	Within Groups	72.980	82	.890		
	Total	83.000	83			

ACKNOWLEDGEMENT

We would like to acknowledge and thanks all the respondents who are educators from different institutions and colleges of Varanasi that gave their time and responded to our questionnaire. Also thanks to published and unpublished literatures that helped us in implementing this study.

BIOGRAPHY

Ms. Saumya Singh (PGDM, B.Com) is a PhD scholar under the supervision of Dr. Raj Kumar, Professor of Management at Faculty of Management Studies, Banaras Hindu University, Varanasi. She is perusing her PhD on the topic, “Critical analysis of Corporate Disclosure and Financial Reporting: Case Study of India”. Email: saumya.its@gmail.com.

Abhijeet Biswas is MBA (Gold Medalist) from Faculty of Management Studies, Banaras Hindu University. He also has B.F.Tech degree in Apparel Manufacturing from National Institute of Fashion Technology, Bangalore. He has qualified UGC NET-JRF and presently pursuing PhD on the topic “Micro, Small and Medium Enterprises (MSMEs) Access to Bank Finance: A Study of Varanasi District” from Faculty of Management Studies, Banaras Hindu University.