

Motivation to become an entrepreneur

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Abstract The financial crisis, global recession and the ongoing debt crisis in the global economy made conditions more difficult at the labor market in Slovakia. Unemployment of graduates of universities in Slovakia has been a longer period increased. This is not good news for universities, and also for graduates of technical specialization, who find that it is difficult to get a job. One of the ways to solve unemployment of graduates is start a business. This article aims to ascertain the students' interest in future business after graduation and motivational factors that lead them to favor business. Economic instability of the labor market and the threat of unemployment calls for continuous improvement of business education of potential entrepreneurs at universities for possible influence of their further career choices. Deficiency leads to a low level of business plans for their graduates not only in Slovakia. One of the solutions is introduction of university subject the Rudiments of Entrepreneurship Competences for Non-economy Students. Providing education is important, it can affect the understanding of the business and to develop skills of the students.

Key words Unemployment, Student, Motivation, Entrepreneurship, Education

1. INTRODUCTION

Entrepreneurship is not easy matter. Entrepreneurship is an employment strategy that can lead to economic Self-sufficiency for young people. Self-employment provides students with the potential to create and manage business in which they function as the employer or boss, rather than merely being an employee. Lack of entrepreneurial education leads to low level of entrepreneurial intentions of students. Antonio Neves (founder of THINQACTION, a coaching service for entrepreneurs) says entrepreneurship is a skill that is impossible to teach (In: McKendrick, 2013). It seeks to prepare students to be responsible, enterprising individuals who become entrepreneurial thinkers by immersing them in real life learning experiences where they can take risks, manage the results, and learn from the outcomes (Kirby 2004). Motivation is considered to be very important part of entrepreneurship development. Young people's interest in carrier of businessman is rising in Slovakia recently, though we are still one of the last in European Union, in spite of this improvement. Now, hundreds of colleges offer entrepreneurship courses and employers are starting to understand the importance of that type of education and the need of motivation. There are numbers of motivational variables which develop the intention of students to create his/her venture.

2. MOTIVATION FOR ENTREPRENEURSHIP

A lot of empirical research done on education enhances entrepreneurial efficacy of students as well as motivation, encouraging and supporting them to start-up their own business. Proper motivation is important for new business owners or future entrepreneurs to go into business. Understanding what's driving an individual to start a business is an important component of assessing oneself and his/her business-readiness. Understanding a person's motivations as well as 'drivers' to start up business will help an individual makes a better decision about starting a business and can also help him/her knows if this is the right time to start a business. Motivation is regarded as the inner state that energizes activities and directs or channels behavior towards the goal. It can also be seen as a process that arouses action, sustains the activity in progress and that regulates the pattern of activity. The Kauffman Foundation considered the three different motivations for why students might be interested in entrepreneurship:

- general learning about the concept;
- learning about the concept in light of the surrounding community (i.e., entrepreneurship in Silicon Valley would look different than entrepreneurship in Baltimore);
- learning how to launch a product or service (IEI NCSU, 2010).

A number of researches that concentrated on factors affecting entrepreneurship were carried out, such as personality traits (Franke and Lüthje, 2004), abilities and experiences (Ashokan, Suresh, 2012), personality traits, attitudes toward entrepreneurship, or social environment (Autio et al., 2001; Segal et al., 2005) and planned behavior (Schwarz et al., 2009). Previous researchers have proven that entrepreneurial intent is the primary predictor of future entrepreneur (Franco et al, 2004). There are many factors that motivate young people to become entrepreneurs: These factors are listed below (Halis, 2013, In Geri, 2013):

- Becoming the boss at work. Not taking orders and increased self-reliance provides greater freedom. Achieving personal desires through the realization of personal goals and decisions provides motivation to powerful people. This results in better business and a generally happier individual.
- The realization of an idea or thought through setting up a business.
- The possibility of having a desired job, thus reaching their full potential. Many people find their jobs boring and believe that once they establish their own business they will use all of their skills and knowledge.

- The desire for recognition and prestige, to leave their mark on society through work achievements.
- The desire to earn money, increasing the level of income presents the opportunity to live in prosperity.
- To explore businesses and opportunities which are either invisible to others or that cannot be easily operated or utilized.
- The realization of being different is also important. Entrepreneurs realize both their own aims and serve the aims of society.

Although no exhaustive literature exists on Entrepreneurial tendencies or motives, these motives can be classified as socio-psychological, economical and psychological motives. Researches (Van Auken et al., 2006,) showed that role models are assumed to have an important impact on career development of young adult and also proved that the role model(s) in the family will strength the entrepreneurial intention among the young adult (Aizzat et al, 2009). Douglas and Shepherd (2002) revealed that attitude towards income (money) does not contribute significantly to the entrepreneurial intention. Any attempt to create a new business, such as self-employment, in the current literature (Bosma et al., 2012, Smith et al., 2011; Stokes, Wilson, 2010) agrees with the so-called "pull influences" - i.e. motives arising from opportunities - "opportunity driven by enhancements" (desire for independence, effort to take the opportunity, change hobby or previous work experience in business, financial evaluation) or necessity - redundancy, unemployment (or threat of unemployment), disagreement with the previous employer.

Motivation to start a business in order to improve income or increase independence is approaching the end of the first scale according to deduction from several analyses. However, needfulness is predominant motive when deciding to open a business in Slovakia (Pilková et al, 2012, p. 16).

3. RESEARCH STUDY

3.1 Research methodology

Objective: We focus on students' interest in business before the end of high school, while watching what motivate students to start a business.

Hypothesis: We use on the reasons students express for why they start a business. Formally, we hypothesize that: there are certain motivational reasons of the entrepreneur.

Methods: Improve the preparation of students for the business on the basis of the literary sources of the current state of planning for future employment of graduates, to construct a measuring instrument, which we acquired wide-ranging information about students at the Technical University of Košice (TUKE). The questionnaire was aimed to determine their experience, interest and motivation for future business after graduation to their future employment. We examined the nature of the activities that the students devote during university study, we mapped the consideration of the possibility of entrepreneurs, planning the job after graduation and we also investigated the motives for beginning of their business activities. In the questionnaire focused on motivation for starting business the respondents answer the questions by selecting yes - no.

Characteristics of sample: The survey was conducted in six faculties of the Technical University of Kosice. The selection of these faculties was in line with our purpose, and we realized it in those faculties where Department of Social Sciences teach social science subjects in the engineering stage of study. Survey respondents were students in the first and second year

of engineering studies. This was a deliberate choice of respondents. Random selection consisted in questionnaires filled out by students who were in the classroom at the time of data collection. Representative sample consisted of 129 students enrolled in master's or engineer's degree.

Data collection was carried out in October-November 2013. Obtained data were further processed using the statistical package of MS Excel and then we used MS WinStat. By processing of empirical data by the methods of descriptive statistics - χ^2 , the evaluation data was obtained which are presented in tables.

3.2 Findings of research

In consideration of the broad base of the results there are only list of the key findings relating to knowledge, the mapping of already acquired experience in the labor force; what we want to capitalize and targeted training of future graduates in their preparation for the labor market. In tables the evaluation data reached by processing of empirical data by the methods of descriptive statistics are presented. Data shown in the table allows tracking of respondents' self-evaluation - TUKE students in the engineering type of study by presenting their activities during the university studies, consideration to start a business, and motivation for future self-employment.

Tab. 1: Activities of students during university study

Nr.	<i>What activities you have been devoted during university study?</i>	p
1.	I founded a trade	0.285
2.	I founded a non-profit organization	0.122
3.	I worked as a seasonal worker	0.048
4.	I worked as an employee (permanent employment)	0.466

N=129

The results (Table 1) shows that 69.50% (p = 0.048) of students worked as seasonal workers during engineering studies; in permanent employment worked 15.90% (p = 0.466) students; 10.10% (p = 0.285) had created a trade. A non-profit organization was founded by 4% of students (p = 0.122).

Compared with the EWCS data (Parent-Thirion, 2012) it is a lower percentage - 15% compared with 10.10% of TUKE students. For the students may be incited only the possibility of business, while they can gain important competence for praxis and by the entrepreneurship could get new experiences, which could modify their own choice.

Tab. 2: Considering business opportunities

Nr.	<i>Are you thinking about the possibility to start a business?</i>	p
1.	I have my own business	0.445
2.	I am thinking about my own business after graduation	0.147
3.	I am thinking about doing business in the more distant future	0.101
4.	I have not thought about it, yet.	0.375
5.	I am not thinking about business	0.101

6.	I do not know	0.217
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N=129

Most students declared (Table 2) interested in doing business in the future - up to 45.20% ($p = 0.108$). Large group - 34.60% ($p = 0.375$) do not think whether to start the business after graduation yet. Over a third of engineering study students - 33.30% ($p = 0.217$) do not know what will they do after graduation. Almost a third of them - 29.50% ($p = 0.109$) does not contemplate about business. 16% ($p = 0.147$) of students considering business initiation immediately after graduation. 11.70% ($p = 0.445$) engineering studies students already have their own business.

Statements made by students, show us the direction the intention of a start business - respectively refrain. Business Basics course for non-economic students may be helpful for the neutral, still undecided students, which is 67.90%.

Tab. 3: Planning employment after graduation

Nr.	<i>After graduation I am planning to be employed in:</i>	p
1.	Private sector	0.003
2.	Public sector, or state administration	0.193
3.	I want to start a business	0.279
4.	I do not know	0.148

N=129

Most students declared (Table 3) interest to work after university in the private sector - 57.60% ($p = 0.003$), almost the same number does not know what they will do after graduation - 58.30% ($p = 0.148$). To work in public or administrative sector is interested 42.10% ($p = 0.193$) students. The foundation of business is considering 36.40% ($p = 0.279$) students.

The obtained data are planning to be use in career development of students just before graduation; we put particular emphasis on self-experienced education, connected with the development of key competences. We expect that this will allow to better knowledge of their strengths and weaknesses, what allow more qualified decision in the future employment.

Tab. 4: Business planning in the branch of study

Nr.	<i>In what field you can imagine your business?</i>	p
1.	In the field of my study branch	0.261
2.	Outside of my study branch	0.264
3.	It is not essential in what field I will do business	0.495
4.	I am not thinking about business	0.264

N=129

Table 4 shows that 65.60% ($p = 0.468$) the most of the interviewed students want to have a business in a field of studies; On the other hand, 53.30% ($p = 0.261$) is planning a business outside of study field. 41.00% ($p = 0.264$) of students do not want to start entrepreneurship. For the 38.50% ($p = 0.495$) of students is not essential, in which field they will do business.

For a high percentage of respondents - 53.30% is not critical the area in which they will be able to do business, what indicates self-

confidence, courage of students to handle new information and knowledge outside their field. Willingness and capacity to learn, we want to encourage by self-experienced learning mainly focused on the detection of their strengths as well as to the development of softskills.

Tab. 5: Motivation for start the business

Nr.	<i>For me is motive for the start the business:</i>	p
1.	Opportunity to realize my vision	0.529
2.	Opportunity to decide about my life	0.227
3.	Opportunity to manage my work	0.219
4.	Opportunity to improve my position	0.429
5.	Opportunity to earn more	0.381
6.	Opportunity to apply my creativity	0.453
7.	Opportunity to self-realization	0.289
8.	Opportunity to manage the work of others	0.530
9.	I have not found a job	0.366

N=129

The results (Table 5) show that students within assessment their motives for entrepreneurship declared most significantly their interests, creativity, ideas - 79.50% ($p = 0.453$), followed by the opportunity to determine their own lives - 78.70% ($p = 0.277$). Almost at the same level at 77.30% of students ($p = 0.381$), is aspect of higher wage. Almost equally strong motive is self-realization - 77.10% of the students ($p = 0.289$) and the ability to manage own work - 77.00% (0.219). Improvement of their position expects 75.00% ($p = 0.429$). For 71.80% of students ($p = 0.529$) is an attractive opportunity to realize their own vision. Opportunity to lead and manage the work of others is appealing to 61.90% ($p = 0.530$) students. As the ability to deal with cases of unemployment in the business sees 37.30% of students ($p = 0.366$). We were interested in whether students in the engineering study will register shift compared to students in bachelor study.

The following table (Table 6) specifies sequence of motives in both groups of TUKE students.

Tab. 6: The order of motivational factors in engineering and bachelor type of study

Nr.	<i>For me is motive for the start the business:</i>	Master degree	Order	Bachelor degree	Order
1.	Opportunity to realize my vision	71.80%	7.	71.40%	7.
2.	Opportunity to decide about my life	78.80%	2.	74.80%	6.
3.	Opportunity to manage my work	77.00%	5.	81.60%	1.
4.	Opportunity to improve my position	75.00%	6.	76.70%	5.
5.	Opportunity to earn more	77.30%	3.	79.60%	4.
6.	Opportunity to apply my creativity	79.50%	1.	80.80%	2.
7.	Opportunity to self-realization	77.10%	4.	80.70%	3.
8.	Opportunity to manage the work of others	61.90%	8.	61.50%	8.
9.	I have not found a job	37.30%	9.	40.10%	9.

N=129

The results brought us the biggest shift in the motivational factors for doing business in making decisions about their own lives and opportunities to manage their own work in favors of students of engineering study. In the foreground are strong themes that can often determine the nature of future well-being of the entrepreneur.

Tab. 7: Interested in attending a course of business skills

Nr.	<i>I am interested to participate in the course of business skills</i>	
1.	I am interested to participate in the course of business skills	53.20%

N=129

p=0.147

The finding (Table 7) declares the interest of students to participate in the course of business skills - 53.20% ($p = 0.147$).

Intrinsic motivation in the form of interest to students is a very important factor, which may constitute synergistic effect on acquiring new business skills and knowledge.

Tab. 8: The need to obtain information about the business

Nr.	<i>I need to get information about the business</i>	P
1.	I want to get information about a business	45.30%

p=0.243

Get information about business declares 45.30% ($p = 0.243$) students of engineering study (Table 8).

We introduced only partial findings which brought us interesting information about the directedness and motivation for future employment, the business. We want to use this information in

designing the business course at technical universities for non-economic students.

4. DISCUSSION AND RECOMMENDATIONS

Studies (Turker, Selcuk, 2009; Wilson et al., 2007) revealed that the supportive university environment is one of the factors influence the students' interest in becoming an entrepreneur in the future. Ewert and Baker (2001) suggested that higher education differentially prepares students humanistic and technical; and individual in different academic major fields who grasp different knowledge which may act as a mediate role for entrepreneurship abilities. Schwarz et al. (2009) found, in the field of 'humanities' and 'sciences of technology', the likely reason is that the business students have the most extensive possibilities to learn entrepreneurship. In contrast, Wu and Wu (2008) found out that the intentions of becoming an entrepreneur of "Engineering" students is higher related major.

The results emphasize again the importance of attitudes, education, academic major and family role models on the entrepreneurial intention of young adults. The study has provided new in sight to understand the factors which affect the young adults' entrepreneurial motivation.

Regarding the first objective, the motivational factors we have identified are similar to those that emerge from other researches. Our identified motivational factors largely coincide with those proposed in prior literature. Thus, certain reasons have more influence on entrepreneurial behavior, such as the need for achievement, self-realization, independence, affiliation, competence, and power, than do other reasons, such as making money or being one's own boss, which traditionally have been regarded as widespread but actually are not sufficient to ensure entrepreneurship.

There is a question how and with a help of what to educate under specific conditions of university study for better, more professional, active preparedness and motivation of graduates for the needs of labor market and its competitiveness within intentions and knowledge of the students of TUKE of Košice (targeted research, individual consulting, students' statements). Based on the findings of this study - the following recommendations are made:

- entrepreneurship education should not only be offered at the university level but should be entrenched and made compulsory at all other levels of education;
- building on Other Disciplines accumulated knowledge from social science disciplines could be specifically focusing on entrepreneurship;
- to integrate even education to entrepreneurship into curriculum either through new independent subject or through the possibility of broadening the education of business skills within already existing subjects by trainings etc.;
- it's necessary to move from education based on the courses to education based on the results and professional qualifications;
- to stimulate business ambitions, develop business potential and business skills of potential businessmen;
- the need for increasing the interconnection between education, research and business environment;
- the duration and intensity of the entrepreneurship education should be increased beyond a semester's course to realize a maximum impact on university students;
- to implement international reliable practices and methods within education to entrepreneurship and successful employability;

- to execute all-society edification about the significance of entrepreneurship for the future of Slovak Republic.

Above mentioned recommendations were implemented for the conditions of the Technical University of Košice, through targeted practical training. The aim is to create *course Fundamentals of entrepreneurial competences* for non-economical students, which would focus on education and training in basic business skills in the non-economic study programs of higher education in order to strengthen the active attitude of students towards their own future, to increase the attractiveness of the entrepreneurial as opportunities for developing social, legal and economic powers, particularly key competence "entrepreneurship and innovation". Even if students do not consider entrepreneurship as a primary career choice, acquired quality will allow them to be better applied in employee positions.

4. CONCLUSION

The fast growing world of change has made the role of entrepreneur very important and functional. World facing a lot many challenges of economy and employment. It also has increased the need of entrepreneurial education. The rationale for the inclusion of entrepreneurship curricula in universities is that it will help graduates to acquire increased understanding of entrepreneurship, equip them with entrepreneurial approach to the world of work and prepare them to act as entrepreneurs and managers of new businesses.

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