



NEXUS BETWEEN ENTREPRENEURIAL MOTIVATION AND ENTREPRENEURIAL INTENTION.

Mbwambo, H.¹ and Magoma, A.²

¹College of Business Education, Mwanza-Tanzania

²Tanzania Institute of Accountancy, Mwanza-Tanzania

¹ h.mbwambo@cbe.ac.tz

² anthonyrماغوما@gmail.com or anthony.magoma@tia.ac.tz

ABSTRACT

Purpose: This study evaluates the link between entrepreneurial motivation and entrepreneurial intent of students from the College of Business Education in Tanzania.

Design/Methodology/ Approach: Based on the research objectives and the hypothesis formulated the study opted for a cross-sectional research design. A sample of 55 Diploma students was purposively selected. The eligibility criteria of this selection were based on those students who were fortunate enough to be trained in an entrepreneurial mindset transformation course that was done for three months in collaboration with Small Industry Development Organization (SIDO). A questionnaire was administered to obtain data for the analysis whereby a multiple regression model was used and six hypotheses were tested to assess the empirical relationship among variables.

Findings: The study revealed that the students' attitude, perceived control behaviours, job security and innovativeness toward entrepreneurial related issues were significant at a 5% level on students' intentions to take part in entrepreneurial activities.

Research Limitation/Implication: This study was restricted to a small selected sample of students who undertook the entrepreneurial mindset transformation training at the college of business education.

Practical Implication: This particular study catalyzes colleges and universities to inculcate entrepreneurial mindset shift through training, funding of start-ups and exposure to practical business environment settings that will eventually shape and transform the entrepreneurial attitude of students in Higher Learning Institutions (HLIs) in Tanzania.

Social Implications: Higher Learning Institutions should engage with financial institutions to build such platforms so that students are aware of the available resources and financial possibilities for them to explore if they ever decide to start a business.

Originality/Value: This study evaluates the link between entrepreneurial motivation and entrepreneurial intent of students from the College of Business Education in Mwanza Tanzania.

Keywords: *Behaviour theory; entrepreneurial; intention; motivation; students*



INTRODUCTION

The fast-paced technological changes witnessed across the globe have created copious labour market problems in the economy today (Sargani, Deyi, Magsi, Noonari, Joyo, Muhammad, & Kazmi, 2018). To meet the challenges that exist in the labour market individuals ought to be well prepared if they are to survive in a strictly competitive technological environment. In developing countries, employers complain about the mismatch that exists between the knowledge that graduates have versus what the market requires.

This mismatch leads to most of the graduates failing to be accommodated in the labour market. Thus the concept of employability is a crucial topic for discussion. It is also good to note that employability is the ability or skills that individuals possess to meet the demand in the job market (Lowden, Hall, Elliot, & Lewin, 2011; Tentama & Yusantri, 2020). Some researchers argued that the increase in entrepreneurial intention is the best means to address the employability problem that exists amongst individuals in a given country (Schwarz, Wdowiak, Almer-Jarz, & Breitenecker, 2009).

Global Entrepreneurship Monitor (GEM) ranked the North American countries as the most advanced countries in entrepreneurship and concurrently overcomes the problem of unemployment, while in Asia the countries are with the lowest entrepreneurial levels. The labour market needs innovative, smart, daring, dynamic, determined and employable individuals. The high entrepreneurial intention of individuals is an added catalyst toward entrepreneurial values, knowledge and skills as well as attitudes that will eventually enable individuals to face the ever-changing labour market (Achchuthan & Nimalathan, 2012; Faghih, Bonyadi & Sarreshtehdari, 2019; Oosterbeek, Van Praag & Ijsselstein, 2010).

Many scholars have tried to define the word entrepreneurial intention. Entrepreneurial intention can simply be defined as a "Self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so at some point in the future" (Thompson, 2009). Individuals' motivation to start a business can either be internally or externally motivated (Lorz & Volery, 2011). Policymakers in many developing countries recognize that entrepreneurship could stimulate rapid growth and structural changes in the economy (Thujo, Abo & Toma, 2016). The number of entrepreneurs is rapidly increasing worldwide and is expected to keep on increasing significantly for the next five years (Purwana & Suhud, 2018). It is in that stance, the government of Tanzania has made several initiatives towards boosting entrepreneurial intention and having a supportive incubation policy in general to enhance productivity, decency, and sustainability of businesses done by youths and street vendors (Mramba & Mhando, 2020; Steiler & Nyirenda, 2021).

The other way of boosting entrepreneurial intention is through attaching entrepreneurial



education to the curriculum from primary up to tertiary level. The goal is to arouse students' interest in becoming good entrepreneurs in the future (Mulyani, 2011). Several Universities and colleges worldwide have already introduced entrepreneurship courses and education, business training programs and incubations (Achchuthan & Nimalathasan, 2012; Plant & Ren, 2010). In Tanzania, several universities offer these courses, and business training and few have ventured into incubations.

The University of Dar es salaam has done some initiatives such as the UDIEC programme, Institute of Accountancy Arusha (IAA) has also done some initiatives such as the establishment of a business startup venture and an incubator for potential business ideas. It is in this department that the College Of Business Education Mwanza Campus also ventured a 12 weeks business training program in collaboration with Small Industries Development Organization (SIDO) with the main aim of mindset transformation and practical learning which targeted to eventually boost up students entrepreneurial intention. Thus this paper focuses on studying the relationship that exists between entrepreneurial motivation boosted by training and students' intention to engage in start-ups.

AJZEN'S THEORY OF PLANNED BEHAVIOUR

One's behaviour is highly guided by both intrinsic and extrinsic factors. Ajzen's theory of planned behaviour highlighted the intrinsic factors to be one's attitude, subjective norm, and perceived behavioural control which consequently influence one's intent to engage in entrepreneurial activities (Ajzen, 1991; Ajzen 2011). Other scholars went further to modify this theory by incorporating extrinsic factors that govern one's intent to engage in entrepreneurial activities. These extrinsic factors such as propensity to risk, job security and innovativeness and just to name a few (Malebana, 2014; Rodrigues, Dinis, do Paço, Ferreira & Raposo, 2012) As a result, this study adapts Ajzen's theory of planned behaviour along with modifications done by other scholars to test their influence on students intent to engage on entrepreneurial activities.

Empirical Perspective

Entrepreneurial motivation play a significant role in entrepreneurship intention. Motivation has a great value because it makes people act. It is wise to not that Individuals' knowledge, right attitude and skills are more important factors in influencing entrepreneurial intent to engage in business rather than extrinsic motives such as capital and money. The measurements of entrepreneurial motivation have been modified multiple times by several scholars, but they all arrive at the same conclusion (Lynch, Slåttsveen, Lozano, Steinert & Andersson, 2017).



In a public university in Malaysia, Kim-Soon, Ahmad & Ibrahim (2014), indicates that behavioural control, subjective norm, and personal attitude were the measurements of motivation and had a significant impact on immediate entrepreneurial intention. Another study conducted on University students in Indonesia revealed that entrepreneurship intention is mainly driven by perceived behavioural control and subjective norm which have a substantial impact on immediate entrepreneurship intention either partially or simultaneously (Iffan, 2018). This aligns with the other studies conducted by (Almahry, Sarea & Hamdan, 2018; Ariff, Bidin, Sharif & Ahmad, 2010).

Al-Mamary, Abdulrab, Alwaheeb & Alshammari (2020), showed that attitudes toward behaviour and self-efficacy have a substantial impact on the intention to engage in entrepreneurial activities. While subjective norms do not have a substantial impact on intention. According to Dinc & Budic (2016), perceived behavioural control and personal attitude do influences individuals intent to engage in entrepreneurial activities. Furthermore, a study in South Africa found that the attitude toward being an entrepreneur and people's perception of your ability to be a successful entrepreneur are among the elements that have a substantial impact on entrepreneurial motivation leading to an intention to engage in entrepreneurial activities (Malebana, 2014). In Ethiopia, Thuo, Abo & Toma (2016) discovered that final-year university students have a higher entrepreneurial ambition, but a lower likelihood to have a start-up in the first two years from the date of their graduation. Several scholars adopted Ajzen's theory of planned action and came up with similar verdicts, hence, from the discussion above this study is guided by the following hypothesis:

H1; Personal Attitude significantly impacts students' entrepreneurial intention.

H2; Subjective norms significantly impact students' entrepreneurial intention.

H3; Self-efficacy (perceived control behaviour) significantly impacts students' entrepreneurial intention.

Numerous scholars adapted the theory whilst making slight modifications including determinants such as tolerance to risk and job security and innovativeness. An empirical study in Korea found that both innovativeness and risk-taking are not important for ICT majors in the Busan area (Park, 2017). Almahry, Sarea & Hamdan (2018) found that innovativeness and social norms are not significantly linked to entrepreneurial intention, in contrast to Kitsios & Kamariotou (2019), who found that innovation impacts intent to engage in entrepreneurial activities.

The University of Jaffna's findings in Sri Lanka reveals that tolerance to risk, desire for self-employment and self-employment feasibility are positively linked to intent to engage in entrepreneurial activities (Achchuthan & Nimalathan, 2012). According to Sargani, Deyi, Magsi, Noonari, Joyo & Kazmi (2018) in their study that was conducted in China and



Pakistan revealed that opportunity, recognition and risk perception networks were among the factors that influence entrepreneurial Intention significantly these outcomes are similar to other studies previously done on tolerance to risk and job security (Achchuthan & Nimalathasan, 2012; Iffan, 2018; Kim-Soon et al., 2014).

From the literature discussed above this study is guided by the following hypothesis

H4; Propensity to risk significantly impacts students' entrepreneurial intention.

H5; Desirability of Self employment significantly impacts students' entrepreneurial intention.

H6; Innovativeness significantly impacts students' entrepreneurial intention.

In Tanzania, Ntare & Ojwang, (2021) in their study indicated that unemployment, poverty, job security, self-enjoyment, and the desire of being my boss were the determining factors. Another study, which looked at the motivational issues that influence the intent of students to engage in entrepreneurial activities reveals that social stimulus, desire to get hold of market opportunities and self-employment desirability were the most important predictors of self-employment (Ntimbwa, 2019). Thus this study evaluates the link between entrepreneurial motivation and entrepreneurial intent of students from the College of Business Education in Mwanza Tanzania.

Conceptual Framework

Based on the empirical literature discussed in previous paragraphs, the researcher opted for the conceptual framework depicted in figure 1.

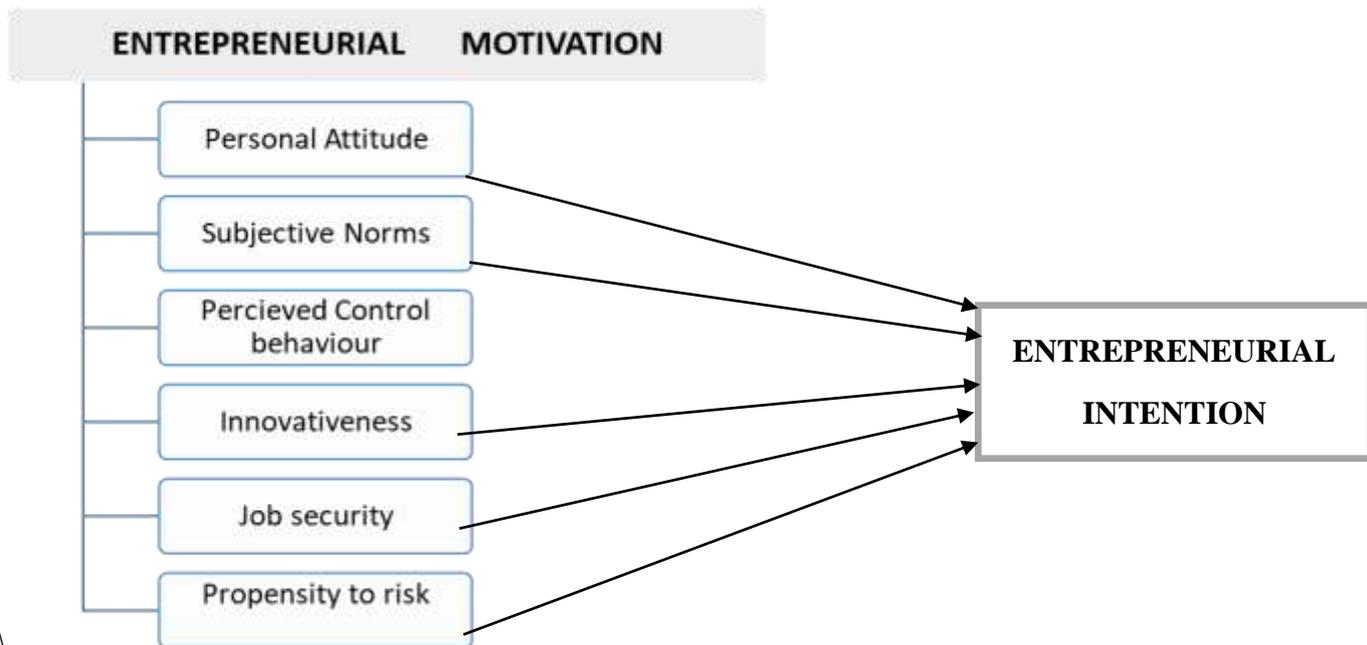


Figure 1: Conceptual Framework



METHODOLOGY

The students who received the training were the primary respondents in this study, which was conducted via survey research. The study applied a cross-sectional research design.

CBE Diploma students were used as our sample respondents, in this investigation. Students studying diploma courses were specifically chosen, rather than those doing certificate studies since these students already had some basic entrepreneurship theoretical knowledge from their certificate year. Questionnaires were provided to all 65 students enrolled in the training program, however, only 55 of them completed and returned them hence making up the sample size of 55 students. This practical training program was established by the college to transform students' mindsets and attitudes. The college collaborated with SIDO as the key stakeholder to boost their entrepreneurial intentions which result in obtaining reliable answers for this study.

A questionnaire was used as a tool to collect primary data. This study used a quantitative method with a self-administered questionnaire. The researcher adopted the entrepreneurial intention questionnaire designed and tested by (Liñán & Chen, 2009) on constructs of perceived control behaviour, attitude and subjective norms. Further modifications to test for propensity to risk, job security and innovativeness were modified (Malebana, 2014; Rodrigues *et. al.*, 2012). The questionnaire was distributed to all 65 students who were under the training programme but only 55 students completed and submitted the questionnaires making a response rate of 85%. Except for the demographic background questions, all items in the questionnaire were rated on a 5-point Likert scale.

FINDINGS AND DISCUSSION

Cronbach Reliability Test

The purpose of a reliability test is to see if the data collection methods and analytic procedures utilized will provide consistent results when duplicated by other researchers (Magoma *et al.*, 2019). The overall Cronbach alpha value was 0.866, which was higher than the acceptable range, indicating that the data collected was credible.



Table 1 Reliability estimates of the variables used for analysis

Dimensions	Cronbach's alpha value
“Personal Attitude”	0.875
“Subjective Norms”	0.729
Perceived Control behaviour	0.679
Tolerance for Risk	0.834
Desirability of Self employment (Job security)	0.777
Innovativeness	0.851

Source: Estimation using SPSS

Regression Model

The regression models used for this study are stated as under

$$EI = a + b_1PA + b_2SN + b_3PCB + e \dots\dots\dots (i)$$

$$EI = a + b_4\text{job security} + b_5\text{risk} + b_5 \text{innovativeness} + e \dots\dots\dots (ii)$$

Whereby EI stands for entrepreneurial intention, PA stands for Personal attitude, SN stands for Subjective Norms and PCB stands for Perceived control behaviour.

Regression Outputs

At the 5% level of the confidence interval, the model results in Table 2 reveal that personal attitude (PA), subjective norms (SN), and perceived control behaviour (PCB) have a substantial impact on entrepreneurial intention (EI).

Table 2: Relationship between entrepreneurial intention and intrinsic factors

Model	Coefficients of determinants ^a			t	Sig.	Remarks
	Unstandardized B	Coefficients Std. Error				
1 (Constant)	-7.302	2.383		-3.065	.004	
Personal Attitude	1.314	.132		9.967	.000	Accept
Subjective Norms	.061	.148		.416	.679	Reject
Perceived Control Behaviour	.733	.478		2.534	.032	Accept
a. Dependent Variable: Entrepreneurial intention						b.

Source: Estimation using SPSS

The model is represented as under;

$$EI = -7.302 + 1.314PA + .061SN + .733PCB + e \dots\dots\dots (i)$$

The impact of entrepreneurial motivation (a summation of PA, PCB and SN) also has a substantial impact on entrepreneurial intentions as seen in Table 3 below. Henceforth



suggesting that the training objective of steering the motivation of students and confidence of students was achieved.

Table 3: Relationship between entrepreneurial motivation and entrepreneurial intention

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-6.447	4.276		-1.508	.138
	motivation	.489	.064	.732	7.665	.000

a. Dependent Variable: Entrepreneurial intention

Source: Estimation using SPSS

The study further included other determinants such as desirability for self-employment (job security), innovativeness and propensity to risk to estimate whether these factors influence the student's entrepreneurial intentions. Table 4 below shows that the desirability for employment and innovativeness of students had a negative significant impact on intentions whilst the propensity to risk had a positive but insignificant to entrepreneurial intention.

Table 4: Relationship between entrepreneurial intention and extrinsic factors

		Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Remarks
		B	Std. Error	Beta			
J	(Constant)	-3.680	3.303		-1.114	.271	
	Job Security	-.142	.207	-.087	-.685	.046	Accept
	Innovativeness	-.725	.219	-.394	-3.312	.002	Accept
	ToleranceRisk	.297	.197	.222	1.510	.138	Reject

a. Dependent Variable: Entrepreneurial intention

Source: Estimation using SPSS

$$EI = -3.680 - .142JS + .297RK - .725INN + e \dots\dots\dots(ii)$$

DISCUSSION

Intrinsic factors

Personal attitude and perceived control behaviour have a favourable and significant link with intent to engage in entrepreneurial activities, as shown in Table 2. These two variables simply illustrate one's attitude and self-confidence in venturing into entrepreneurial activities. Henceforth suggesting that the first weeks of the training which were focused on mindset transformation had significant input in steering the attitude and confidence of students. These results were in alignment with Al-Mamary et al., (2020). Likewise, a study by (Dinc & Budic,

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(2016) also showed that subjective or social norms do not have a significant impact on intention but rather on perceived behavioural control and personal attitude. However, they are slightly different from Kim-Soon et al., (2014) as they indicated that not only behavioural control and personal attitude had a significant impact on immediate entrepreneurial intention but also the subjective norm. Similar outcomes were also disclosed by (Iffan, 2018) that perceived behavioural control and subjective norm were the primary factors of immediate entrepreneurship intention.

Extrinsic factors

Furthermore, Table 4 results indicate that desirability for employment had a negative significant impact on intentions implying that students that desire to have secured employment tend to have less intention to engage in business start-ups whilst tolerance for risk was insignificant. This also partially aligns with Kim-Soon *et al.*, (2014) study found that risk tolerance and desirability for self-employment had a noteworthy impact on future intent to engage in entrepreneurial activities. The results also partially contradict Achchuthan & Nimalathasan, (2012) for they contended that Desirability of Self employment; Feasibility of Self employment; Tolerance for Risk have a significant and positive relationship with Entrepreneurial intention. Additionally, the Innovativeness of students had a negative significant impact on intentions, this could be due to the short duration and nature of the training possibly it did not prob the creativity of students to a higher extent. The results are supported by previous study study conducted (Kitsios & Kamariotou, 2019) and contrary to studies performed by (Al-Mamaryi et al., 2020; Park, 2017) that argued that innovativeness is not influential or not considerably connected with entrepreneurial intention.

CONCLUSION AND RECOMMENDATION

Conclusion

This particular study was conducted at the College of Business Education in Tanzania. The findings revealed that students' attitude, perceived control behaviours, job security and innovativeness towards entrepreneurial related issues were significant at a 5% level on students' intentions to take part in entrepreneurial activities. These findings can apply to students in other Higher Learning Institutions (HLIs) in Tanzania. Ajzen's theory and modifications on the theory done by other scholars were tested and proved significant.

This study was restricted to a small selected sample of students who undertook the entrepreneurial mindset transformation training at the college of business education. The researcher suggests that future studies should involve more samples of students from various Higher Learning Institutions (HLIs) to have a more robust result.



The findings of this study suggest that different initiatives such as training, business plan competitions, and others could have a direct impact in instilling entrepreneurial mindset shift, positive perceptions and their belief that they can manage to establish new companies or businesses. However, several students viewed the training as a requirement for coursework evaluations rather than an opportunity to expand their creativity and entrepreneurial ambitions. Lastly, most students are still under the guidance of their caregivers hence could limit them from taking risks in the aspect of entrepreneurship.

Recommendations

The study recommends that students should be proactive in participating in such opportunities and should not perceive the training and other initiatives made by the college and universities as just a prerequisite for the coursework estimations.

It is recommended that an inclusive practical platform should be devised to expose students to the practical business environment. This will not only increase their understanding of the practical business setup but also they stand a chance of connecting the theoretical part to the practical.

Higher Learning Institutions should engage with financial institutions to build such platforms so that students are aware of the available resources, support schemes, and financial possibilities for them to explore if they ever decide to start a business.

Finally, Higher Learning Institutions should collaborate with successful businesses enterprises and Non-Governmental Organizations (NGOs) to expose students to a practical business learning environment while also nurturing and communicating options open to students.

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