



Association Between Entrepreneurial Self-Efficacy, Motivation, And Among Wand College Students in Madurai.

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Abstract: In recent years, students have increasingly shifted their career aspirations from traditional employment towards entrepreneurial ventures. This transition is driven by evolving job market dynamics, rapid technological advancements, and the growing availability of opportunities for innovation and start-up development. Government initiatives and the efforts of educational institutions in fostering entrepreneurial competencies have further encouraged this trend. Studies reveal that student's motivation level has an influence on students Entrepreneurial Self-Efficacy (Anis Eliyana, 2020). A study was conducted among students of higher education students to understand the relationship between motivation and Entrepreneurial Self-Efficacy. The study follows descriptive research design adopting a survey method. The study reveals that students' prior entrepreneurial knowledge has an influence on Entrepreneurial Self-Efficacy ($p=0.039$), and it is observed that intrinsic motivation and entrepreneurial self-efficacy ($r=0.245^{**}$) have a low positive correlation.

Keywords: Entrepreneurial Self-Efficacy and Motivation.

Introduction:

Motivation:

Motivation is a process that initiates, guides and maintain goal directed behaviour. It involves biological, emotional, social and cognitive forces that activates behaviours. An individual can be motivated intrinsically or extrinsically. When an individual is motivated from within to achieve goal directed behaviour it is termed as intrinsic motivation whereas when an individual is motivated from outside in form of rewards or recognition which leads to goal directed behaviour it is termed as extrinsic motivation.

Motivation is influenced by the continuous effort taken by individuals to achieve their goals which is termed as persistence and the level of energy and concentration in achieving their goals which is termed as intensity. A motivated individual show high level of efficiency in work, they can take decisions quickly, they are also found having high level of emotional intelligence. They tend to be happy and show overall improved mental wellbeing. This study examines the Intrinsic motivation among students.

Entrepreneurial Self-Efficacy:

The term 'Self-Efficacy' was first coined by Psychologist Albert Bandura (1977). "Self-Efficacy is defined as people's beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives. One's sense of Self-Efficacy can provide the foundation for Motivation, Wellbeing, and Personal Accomplishment."

Entrepreneurship is an activity of setting a business for making profit while taking risk and doing unplanned tasks at uncertain times. An entrepreneur requires self-efficacy in order to run their business. Entrepreneurial Self-Efficacy prepares an individual to face risk and uncertainty



Literature Review:

1. Anis Eliyana et.al, 2020 reviewed on “Linking Self - Efficacy on Motivation and Entrepreneurial Achievement” with an aim to examine effect of entrepreneurial motivation and achievement. The population consist of university students who have entrepreneurial business. Galadanchi and Stores (2023) Partial Least Square test was conducted to analyse the data. Study reveals motivation significantly mediate the effect of self-efficacy.
2. Erin A. Henslee et.al. (2021) reviewed on Student Motivation and Self-efficacy in Entrepreneurial-minded Learning (EML): What These Mean for Diversity and Inclusion in Engineering Classrooms. The work is based on the hypothesis that intentional entrepreneurial mindset curriculum activities will improve motivation and entrepreneurial self-efficacy among students. the result reveal that the courses offered to student showed an increase in students self-efficacy and their motivation towards entrepreneurial activities
3. Dewi Urip Wahyuni (2019) studied on Effects of Self-Efficacy, Motivation and Emotional Intelligence On Anxiety and Entrepreneurial Intention in Retired Employees. The study aims to demonstrate that retirement is not an end of a career. 98 retired teachers were identified. Data was analysed using Partial Least Square (PLS) method with the Smart PLS software. Results reveal that entrepreneurial self - efficacy has a positive effect on entrepreneurial intention and motivation had a positive effect on emotional intelligence, entrepreneurial intention and entrepreneurial self-efficacy.
4. Alexander Newman (2019) studied on Entrepreneurial self-efficacy: A systematic review of the literature on its theoretical foundations, measurement, antecedents, and outcomes, and an agenda for future research. This study is a systematic review on theoretical foundation, measurement, antecedents and outcome of entrepreneurial self-efficacy. Study reveals that work experience, education and training, role models and mentors, individual differences, firm characteristics, and the cultural and institutional environment has an influence on Entrepreneurial self-efficacy.
5. Micaiah Andrea Lopez et.al (2021) reviewed on Amidst Covid-19 Pandemic: The Self - efficacy and Academic Motivation of the College Students from The Private Higher Education Institutions in the Philippines with an aim to investigate relationship between self-efficacy and academic motivation from private higher education institutions in the Philippines. Tanwar (2025) Study reveals that there is a relationship between self-efficacy and academic motivation ($r=.002$, at 0.05 level) among the graduating college students.

A study was conducted among the undergraduate students of higher education in South India to measure the intrinsic motivation level and entrepreneurial self-efficacy.

Objectives Of The Study:

1. To study the relationship between Entrepreneurial Self - Efficacy and Intrinsic Motivation.
2. To study the relationship between Entrepreneurial Self - Efficacy, Motivation with Type of Family and Discipline.
3. To study the relationship between Entrepreneurial Self - Efficacy and students' prior entrepreneurial knowledge in Business.

Methodology:

This study is a quantitative study adopting survey method with no control over variables and follows descriptive research design as the research portrays the characteristics of students motivation level (intrinsic) and their entrepreneurial self-efficacy. An instrument developed by cAuley, Duncan, and Tammen (1987) for Intrinsic motivation and an instrument by Fiona Wilson et.al (2007) on Entrepreneurial Self-efficacy was adopted to collect

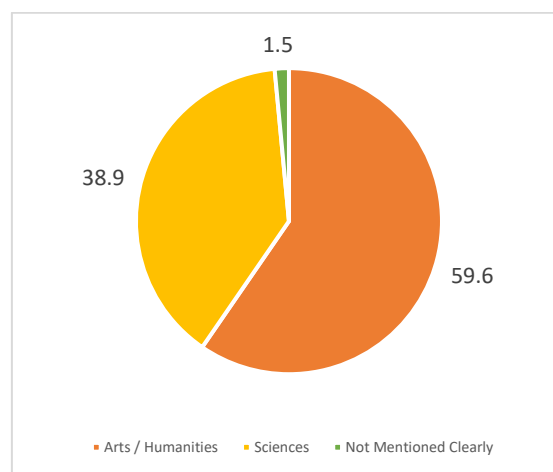
data. Data was collected using Google forms from First year undergraduate students. Total population comprises of 1486 students, out of which 1037 students (70% of population) participated in this study. The difference in the total count of responses is attributed to reasons like discontinuation of studies, sports students, lack of access to gadgets, virtual mode, technical errors and disinterest in responding. Descriptive statistics like percentage method, Pie diagram and bar diagram and inferential statistics like t test, Anova and correlation is used to analyse.

Hypotheses:

Sl. No.	Description	Testing Methods
H ₀₁	Ho1: There is no significant difference between Arts, Humanities and Science Students with regard to the following Entrepreneurial Self-Efficacy Intrinsic Motivation	t test
H ₀₂	Ho2: There is no significant difference between respondents with prior knowledge and respondents with absence of prior knowledge with regard to Entrepreneurial Self-Efficacy	t test
H ₀₃	There is no a significant difference between among respondents belonging to the various Family Type (Nuclear Family, Joint Family, Extended Family) with regard to Entrepreneurial Self-Efficacy Intrinsic Motivation	One-way ANOVA
H ₀₄	There is no significant relationship between Entrepreneurial Intention, Entrepreneurial Self - Efficacy and Intrinsic Motivation.	Correlation

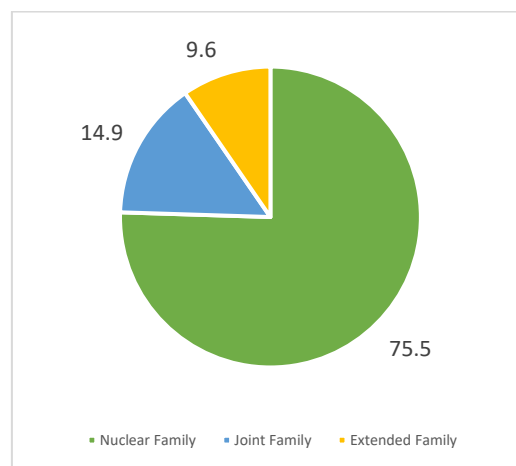
Findings And Discussion

Diagram No.1 : Distribution of Respondents based on Discipline



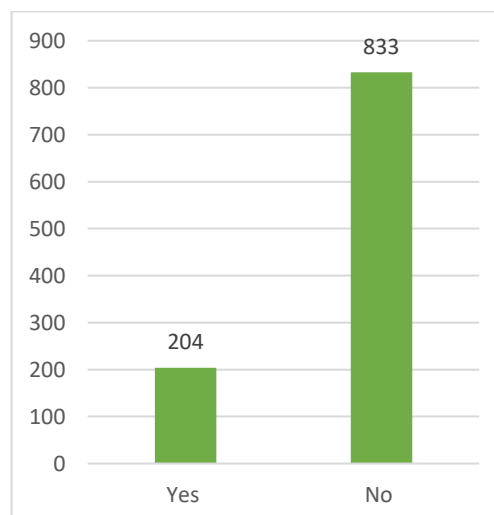
The diagram shows the Arts/Humanities and science disciplines of the respondents. 59.69 % of the respondents belonged to the arts/humanities discipline and 38.76% of the respondents were of the science discipline. 1.5% of the respondents' disciplines were not clearly mentioned.

Diagram No.2 : Distribution of Respondents based on Type of Family



The diagram shows the type of family of the respondents. 75.5% of the respondents belonged to Nuclear Family, 14.9 % of respondents belong to Joint Family and 1.5% of the respondents' belong to extended family.

Diagram No.3 : Distribution of Respondents based on Prior Entrepreneurial knowledge in Business



The diagram shows the distribution of respondents based on prior entrepreneurial knowledge in form of certificate course or papers related to entrepreneurship, commerce, business and management type of family of the respondents. 204 (19.67%) of respondent had some form of prior knowledge in business and remaining 833 (80.33% of respondents did not have prior knowledge in business.



Ho1: There is no significant difference between Arts, Humanities and Science Students with regard to Entrepreneurial Self-Efficacy and Intrinsic Motivation

TABLE No. 1: t-test for Entrepreneurial Intention, Entrepreneurial Self-efficacy, Intrinsic Motivation and Procrastination with Discipline

	Discipline	N	MEAN	S. D	t-value	p-value
Entrepreneurial Self-Efficacy	Arts and Humanities	619	22.90	4.501	0.886	0.376
	Science	402	22.64	4.906		
Intrinsic Motivation	Arts and Humanities	619	78.72	15.458	0.874	0.382
	Science	402	77.84	16.456		

a) Entrepreneurial Self-Efficacy

An independent-sample t-test was conducted to compare Entrepreneurial Self Efficacy and Discipline. The N (population)=1021 respondents and 16 respondents were removed because of irrelevant responses. There is no significant difference in the scores between Arts and Humanities (M=22.90, SD=4.501) and Science discipline (M=22.64, SD=4.906), with $t=.886$, $p=.376$. Hence the hypothesis is accepted. However, it is observed that with respect to Entrepreneurial Self Efficacy, the students who belong to Arts and Humanities discipline with mean scores of 22.90 are compared to students who belong to Science discipline with the mean score of 22.64. So, it can be concluded that students who belong to Art and Humanities have more Entrepreneurial Self Efficacy compared to students those who belong to science discipline.

b) Intrinsic Motivation

An independent- sample t-Test was conducted to find the significant difference in Intrinsic Motivation among the students of arts/humanities and science. Though the N was 1037, it was taken as N (population)= 1021 respondents since 16 respondents were excluded because the major discipline was not mentioned in their responses. The t -value=0.874, shows that, there is no significant difference between the students of Arts/Humanities (M=78.72, SD=15.458) and Science (M=77.84, SD=16.456). Hence the null hypothesis is accepted. However, it is observed that with respect to Intrinsic Motivation, the students who belong to Art and Humanities Discipline have a mean score of 78.72 compared to students who belong to Science Discipline with the mean score of 77.84. There is no significant difference in the mean score of the two disciplines, this indicates that the respondents of both disciplines are almost the same in intrinsic motivation.

Ho2: There is no significant difference between respondents with prior knowledge and respondents with absence of prior knowledge with regard to Entrepreneurial

TABLE No. 2:t-test for Entrepreneurial Intention, Entrepreneurial Self-Efficacy, and prior knowledge of entrepreneurship.

	Prior knowledge	N	MEAN	S. D	t-value	p-value
Entrepreneurial Self Efficacy	Yes	204	38.67	7.277	2.190	0.029
	No	833	37.37	7.673		

An independent- t-test was conducted to compare Entrepreneurial Self-Efficacy and student Entrepreneurial Knowledge. Entrepreneurial knowledge includes paper and diploma courses related to entrepreneurship, commerce, business and management. Talwar and Banga (2025) There is a significant difference in score of students who have Entrepreneurial Knowledge (M=38.67, S. D=7.277) and for the students who don't have Entrepreneurial Knowledge (M=37.37, S. D=7.673), with $t=2.190$, $p=0.029$. Hence the hypothesis is rejected. However, it is observed that with respect to Entrepreneurial Self-Efficacy, the students who have Entrepreneurial Knowledge have a higher mean score of 38.67 compared to students who don't have Entrepreneurial Knowledge with a mean score of 37.37. Tasneem, R., Vashisth and Tanwar (2025) So, it is concluded that students' who have Entrepreneurial knowledge, have more Entrepreneurial Self-Efficacy than students who don't have Entrepreneurial Knowledge (Lulu Li & Dandan Wu, 2019).

Ho3: There is no a significant difference between among respondents belonging to the various Family Type (Nuclear Family, Joint Family, Extended Family) with regard to

a) Entrepreneurial Self-Efficacy

b) Intrinsic Motivation

TABLE 4.3: One-way ANOVA for Entrepreneurial Intention, Entrepreneurial Self Efficacy, intrinsic motivation and procrastination with Family Type

	Family Type	N	MEAN	S. D	f-value	p-value
Entrepreneurial Self Efficacy	Nuclear Family	783	37.50	7.497	3.256	0.039
	Joint Family	154	38.92	8.301		
	Extended Family	100	36.60	7.204		
Intrinsic Motivation	Nuclear Family	783	78.41	15.790	0.099	0.906
	Joint Family	154	78.01	15.628		
	Extended Family	100	77.77	17.195		

a) Entrepreneurial Self-Efficacy

A One-way ANOVA test was conducted to compare Entrepreneurial Self-Efficacy with Family Type. The f-value is 3.256, which reaches significance with a p-value of 0.039(which is less than 0.05 alpha level). There is a significance difference in the score of Entrepreneurial Self-Efficacy and Family Type for Nuclear Family



(M=37.50, S. D=7.497) and Joint Family (M=38.92, S. D=8.301) and Extended Family (M=36.60, S. D=7.204). Hence the hypothesis is rejected. However, it is observed that with respect to Family Type, the joint family has a higher mean score of 38.92, compared to nuclear family with mean score of 37.50 and extended family with mean score of 36.60. So, it is concluded that Joint Family students have better Entrepreneurial SelfEfficacy compared to Extended Family and Nuclear Family.

b) Intrinsic Motivation

A one-way ANOVA test was conducted to find the difference in Intrinsic Motivation among with regard to Family Type of the respondents. The f - value, 0.099, is significant at 0.906(which is more than 0.05 alpha level), which indicates no significant difference in the Intrinsic Motivation among the respondents according to their Family Type: Nuclear, Joint and Extended Family. Hence the null hypothesis is accepted. From the mean scores of different family types, it can be seen that there is no significant difference in intrinsic motivation among the different family types.

Ho4: There is no significant relationship between Entrepreneurial Intention, Entrepreneurial Self Efficacy and Intrinsic Motivation.

TABLE 4: Correlation for Entrepreneurial Intention, Entrepreneurial Self Efficacy, intrinsic motivation and procrastination.

Particulars	Self-Efficacy
Intrinsic Motivation	.245**

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

From the above table, it can be seen that there is a positive correlation between intrinsic motivation, and entrepreneurial self-efficacy. It is observed that intrinsic motivation and entrepreneurial self-efficacy ($r=0.245$) have low positive correlation

Suggestion And Conclusion:

Study reveals that there is significant difference in entrepreneurial self-efficacy between he students who have prior entrepreneurial knowledge with those who do not have such knowledge. So it is suggested that

1. Students should take initiatives by studying online course or certificate courses related to business to sharpen their entrepreneurial skills
2. Colleges can take initiatives like setting up clubs by college centre for entrepreneurship development to enhance students entrepreneurial skills. These clubs can organise competitions related to business and organise technical sessions to enhance students entrepreneurial skills

Entrepreneurship today is gaining a lot of importance among young minds. Results also suggest that entrepreneurial knowledge can enhance entrepreneurial self-efficacy among students. Thus emphasis should be given on enhancing motivation and Entrepreneurial Self-Efficacy among students. I sincerely acknowledge the collaborative efforts of participants and all those who contributed in this study.

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