

The Moderating Role of Entrepreneurship Education and Family Tradition on the Relationship between Self-Esteem and Entrepreneurial Intention

Asst. Prof. Dr. Özlem Kunday

Cansu Çakır

Yeditepe University
Department of Business Administration
26 Agustos Yerlesimi
Kayisdagi Caddesi
34755 Atasehir- Istanbul
Turkey

Abstract

The present paper aims to investigate the role of self-esteem on entrepreneurial intention as well as reveal the moderating role of entrepreneurship education and family tradition on this relationship. The sample of this empirical study consists of 209 undergraduate and graduate students in the business administration departments of three different Universities in Istanbul, Turkey. A questionnaire consisting of 53 items was developed and administered during April 2014 to understand underlying factors causing differences in entrepreneurial intention of students. The findings imply that there is a relationship between self-esteem and entrepreneurial intention. This relationship is furthermore significantly partially moderated by family tradition and entrepreneurship education. Findings are discussed with respect to the literature. Implications for education institutions and policy makers to bring forth students' entrepreneurial behavior and thereby increase entrepreneurship among students are proposed. Recommendations for future research in the field of entrepreneurship education are provided.

Keywords: entrepreneurial intention, self-esteem, entrepreneurship education, family business tradition

1. Introduction

Entrepreneurship has gained renewed attention by academicians and policy makers due to its critical role in providing innovation, creating new employment opportunities, and leading to increased economic and social wealth in the local economy (Wong et al. 2005; Altınay, Madanoğlu, Daniele, Lashley, 2011; Malchow-Moller, Schjerning, & Sorensen, 2011).

Over the last decades, studies within the field of entrepreneurship have started to include University students with the aim to predict their entrepreneurial behaviors in the future (Korkmaz, 2000; Kenan, Temurlenk & Başar, 2008; Ellen, 2010; Bilge & Bal, 2012). One such an antecedent of entrepreneurial behavior is entrepreneurial intention, i.e. their intentions to start up their own businesses in the future. Several studies highlighted the role of entrepreneurial intention to be a valid predictor for future entrepreneurial activities (Covin & Slevin, 1991; Krueger & Carsrud, 1993; Lumkin and Dess 1996; Elenurm, Ennulo, Laar, 2007).

Countries are developing strategies and ecosystems for effectively supporting entrepreneurs as well as provide trainings to those individuals with entrepreneurship intention and potential. Emerging countries such as Turkey are emphasizing on entrepreneurship as a solution to growing unemployment among university graduate young individuals. High school programs along with Universities have started to offer entrepreneurship courses to their students with the aim to increase their entrepreneurial awareness and skills.

Personality traits have been investigated and intensively included into the entrepreneurial research arena. However, personal traits can only partially predict future entrepreneurial activities. Together with personality traits, additional variables such as entrepreneurship education and family tradition need to be included into the research domain. As argued by Learned (1992, p.40) “ some individuals have a combination of psychological traits in interaction with background factors that make them more likely candidates to attempt to found businesses”.

Having a family business tradition helps acquiring business knowledge and skills which in combination with the entrepreneurial personality traits can stimulate an individual's entrepreneurial activity (Altinay and Altinay, 2006). Mueller and Thomas (2001) support this statement with their findings and point out that an individual's socio-cultural background and personality trait are stimulators of entrepreneurial behavior.

Thus, the purpose of this present study is to critically investigate personality trait and behavioral factors leading to increased Entrepreneurial Orientation. In particular, we suggest that self-esteem influences the entrepreneurial orientation of university students. Furthermore, we hypothesize that this relationship is moderated by entrepreneurial education as well as by entrepreneurial family tradition.

2. Literature Review

2.1. Entrepreneurship

It has been a longstanding conceptual debate to define entrepreneurship (Henry et al., 2005). The foremost known definition of Schumpeter (1949) attributed the entrepreneur as someone who causes creative destruction to the market equilibrium by introducing innovation. Grozdanic (2008) argue that entrepreneurship is a cultural and economic phenomenon. According to Kauffman (2007), entrepreneurship is a process involving fundamental transformation of an innovative idea to business and from a business to value creation. Therefore, some researchers described entrepreneurs as "engines of economic growth" (Baron & Shane, 2007; Ethugala, 2011). Recently, there is an increased interest in research regarding the role of education on the entrepreneurial behavior of students (Dündar & Ağca, 2007; Patır & Karahan, 2010; Göksel & Aydıntan, 2011).

2.2. Self-Esteem

Several research findings from different countries demonstrate that personality traits influence the venture creation propensity of individuals (Koh, 1996; Utsch and Rauch, 2000; Mueller and Thomas, 2001; Nga and Shanmuganathan, 2010).

Timmons et al.(1999) in their book have mentioned more than twenty personality traits that are closely related with entrepreneurial potential and that may differentiate entrepreneurs from non-entrepreneurs.

One such personality trait is self-esteem. Rosenberg defines self-esteem as self-acceptance, feeling of competence, and positive attitude towards self (Zimbardo & Gerrig 2008). The 'Social Learning Theory' (Bandura,1971), describes self-esteem as prominent feeling of personal worth or worthiness (Rosenberg, 1965). Self-esteem is considered as an important human need that a person's work role is a fundamental source of identity, an vital standard by which people evaluate their own value (Battle, 1981). Battle (1981) also implies that an individual's ability to perform significant work influences a person's view of productivity, performance, personal control, as well as role status.

Self-esteem is considered to be one of the basic psychological constructs related to the self. It is generally regarded as an evaluation in which people approve or disapprove themselves and make judgments about their selfworth (Rosenberg, Schooler, Schoenbach, & Rosenberg, 1995).

Self-esteem also refers to the individuals' judgments about the extent to which they own various characteristics or it is the way people perceive themselves, shapes human behavior and affects personal growth and development (Oguz & Korukcu, 2010; Baumeister, Campbell, Krueger, & Vohs, 2003; Mäkikangas & Kinnunen, 2003).

2.3. Entrepreneurial Intention

The psychological theory of planned behaviour (Ajzen,1991) proposes that planned behaviors like starting up a business are intentional and therefore can be predicted by intentions towards that specific behavior. Entrepreneurial intention can be defined as a state of mind that shift an individual's attention together with action towards self-employment rather than to organizational employment (Bird, 1988; Souitaris, Zerbinati & Al-Laham, 2007). Several researchers in the field of entrepreneurship have carried out empirical test to various dimensions of the theory of planned behavior where self-employment was introduced as the target behavior. The empirical results of these studies showed that certain attitudes are related and therefore can predict a person's intention towards becoming an entrepreneur (Kolvereid, 1996a; Krueger et al., 2000; Luthje and Franke, 2003).

2.3.1. Entrepreneurial Intention and Family

Research findings revealed that a having a family tradition of entrepreneurship is influencing the entrepreneurial behavior of individuals (Duchesneau & Gartnet, 1990; Basu & Goswami, 1999).

Working at a family business provides the opportunity to gain entrepreneurial skills along with ability to acquire and develop new business ideas. Parents and their businesses can be a potential influential factor for their children in developing their entrepreneurial intention (Altınay& Altınay, 2006; Gürel et al. 2010).

2.3.2. Entrepreneurial Intention and Education

Interest in developing entrepreneurship education has been rapidly growing globally since entrepreneurship is valued as a source for economic prosperity in a country as well as competitiveness (Martinez, Levie, Kelley, Saemundsson and Schott, 2010).

Several studies have examined the link between entrepreneurship education and entrepreneurial intention. The findings of the research by Dickson, George, Solomon and Weaver (2008) suggested that there is a positive link between entrepreneurship education, choice of becoming an entrepreneurship as well as entrepreneurial success. Albert, Fournier, and Marion (1991) found that %25 of higher education students who completed an entrepreneurship support program ended up starting their own businesses. The comparative study by Saini and Bhatia (1996) revealed that entrepreneurs who took a training on entrepreneurship showed higher performance levels in sales and job creation compared with those who did not get a training at all.

However, attending a course on entrepreneurship will not necessarily guarantee an entrepreneurial orientation, provide entrepreneurial abilities or result in students choosing entrepreneurship as a career (Mitchell and Co et al., 2006).

Entrepreneurship in Turkey has moved to the upper levels of political agenda and education of entrepreneurship both at K-12 level as well as University level has become a priority item in public policy. Starting from 2009, the Turkish Ministry of Education has included entrepreneurship courses into their pool of elective courses to be offered.

Entrepreneurship education among higher education institutions, especially business schools, has intensified. Many of these institutions in Turkey are offering courses on starting and financing businesses (Matlay, 2005).

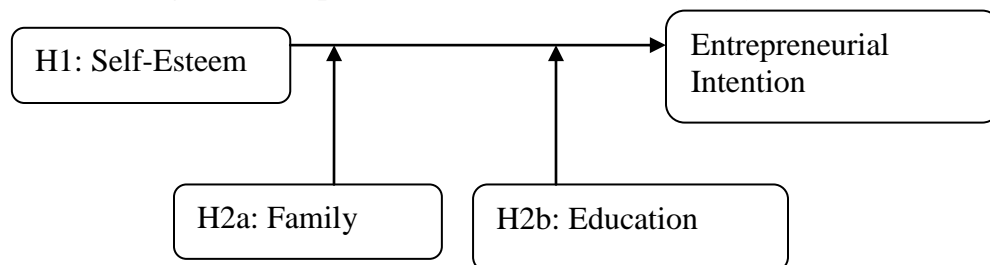
Based on the theoretical framework provided, the following hypothesis were formulated:

Hypothesis 1: *Self-esteem will be positively associated with entrepreneurial intention.*

Hypothesis 2a: *Family tradition will moderate the relationship between self-esteem and entrepreneurial intention.*

Hypothesis 2b: *Having taken entrepreneurship course will moderate the relationship between self-esteem and entrepreneurial intention.*

Figure 1: Proposed Research Model of the Study



3. Research Design and Methodology

3.1. Sample and Measurement Instrument

This study is a quantitative research and used primary data for analysis. The sample of this research consists of undergraduate and MBA students who were approached and asked to choose the statement that most accurately describes their feeling about future entrepreneurial activities. The researchers collected the questionnaires immediately after they were filled out by the students in the class room. In total, 209 students were contacted. For statistical analyses, SPSS 18.0 software program was used. The questionnaire that was developed for this study measurement is composed of three parts.

The first part consists demographics questions of the student measured by nominal and categorical scales including family business related questions and ask whether they have taken entrepreneurship courses or not. The second part measures self-esteem by using Rosenberg's self-esteem scale (1965) that has 10 items and is commonly used self-report instrument to evaluate individual self-esteem. For measurement, a 6-point Likert-type scale ranging from (1) strongly disagree to (6) strongly agree was used.

The scale is attributed to be unidimensional but some studies extracted two separate factors as Self-Confidence and Self-Depreciation factors (Rosenberg, M. 1965; Gray-Little, B. Williams, V.S.L., & Hancock, T.D., 1997). Entrepreneurial Intention was measured by the scale developed by Yılmaz and Sümbül (2009) and measured using 6-point Likert-type scale. This scale originally is in Turkish and consists of 36 items and has a Cronbach Alpha reliability of 0.90 (Yılmaz & Sümbül, 2008).

4. Findings

4.1. Descriptive Statistics

Table 1: Descriptives of the Sample

Name	Frequency	Percent%
Gender		
Female	101	48,3
Male	108	51,7
Total	209	
Age		
18-24	127	60,8
25-34	72	34,4
34-44	10	4,8
Education		
Undergraduate	124	58,9
Graduate	85	41,1
Entrepreneurship Course		
Yes	83	39,7
No	126	60,3
Family Business		
Yes	92	44
No	117	56

As shown in table 1, our sample consists 48,3 % female and 51,7 % male students. 60,8 % of the sample is between 18-24 years old and the remaining 39,2 % is between 25-44. As for their education, 58,9 % are undergraduate students and 42,1 % are MBA students.

39.7 % have attended an entrepreneurship course during their studies while 60.3% have not taken any courses on entrepreneurship yet.

As for the family tradition of the sample, 44 % have a family business and 56 % do not.

4.2. Factor Analysis and Reliability Test for Self-Esteem

In order to reveal the factor structure of self-esteem, factor analysis using principal components solution with varimax rotation was used for all the 10 items of the measurement instrument. During this process, all items that had a factor loading below 0.50 were excluded and only those with higher cross loadings were included. In the end, 6 items were left out of the analysis and 4 items were kept that were extracted within one factor.

Next, Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity showed results with (KMO=0.642, Bartlett test 0.000, Chi-Square: 142,216, df:15) that were above the accepted value which indicated that the variables were suitable for factor analysis. Cronbach's alpha coefficient of reliability also showed a high internal consistency of 0,636 and implied that the scale is reliable. The 4 items were loaded unidimensional and explained 33,614 % of the total variance. The results are given below in Table 2.

Table 2: Factor Analysis Results of Self Esteem

Factor Name	Factor Items	Factor Loading	Variance%	Reliability
SE	1. SE1	0.745	33,614	0,636
	2. SE10	0.715		
	3. SE4	0.695		
	4. SE7	0.618		
		Total variance explained	33,614%	
		KMO	0.642	
	Bartlett's Test of Sphericity	Chi-square	142,216	
		sig.	0.000	

4.3. Factor Analysis and Reliability Test for Entrepreneurial Intention

Factor analysis by using principal components solution with varimax rotation was applied in order to identify the factor structures of entrepreneurial intention. In the beginning of the analysis, there were 36 items. During the analysis, all the items that showed factor loadings below 0.50 were excluded. From the initial 36 items, 25 items and 6 factors having Eigenvalues higher than 1.00 were included in total variance explained.

Kaiser-Meyer-Olkin (KMO) and Bartlett's test of Sphericity results were above the accepted value (KMO=0.898, Bartlett test 0.000, Chi-Square: 2138,216, df: 300). Reliability analysis was conducted to test the reliability of each subscale of the entrepreneurial orientation scale. The Cronbach Alpha of the extracted six factors were reliable and explained 62,449% of the total variance. The results are given in Table 3.

Table 3: Factor Analysis Results of Entrepreneurial Intention

Factor Name	Factor Item	Factor Loading	Variance%	Reliability
Openness to New Experiences	EI9	0,754	35,248	0,858
	EI10	0,687		
	EI11	0,644		
	EI8	0,644		
	EI13	0,635		
	EI12	0,633		
Opportunity identification and generation	EI21	0,718	7,859	0,759
	EI22	0,658		
	EI6	0,637		
	EI23	0,564		
	EI29	0,536		
Risk Taking	EI26	0,801	5,532	0,719
	EI16	0,709		
	EI25	0,681		
Trust in the Self	EI4	0,763	4,929	0,711
	EI3	0,651		
	EI15	0,592		
	EI17	0,418		
Openness for Change	EI19	0,726	4,605	0,768
	EI20	0,723		
	EI30	0,650		
Job Affection	EI31	0,737	4,274	0,728
	EI1	0,737		
	EI33	0,567		
	EI2	0,530		
		Total variance explained		62,449%
		KMO		0.898
		Bartlett	Chi-square	2138,216
		Sig.		0.000

4.4. Hypotheses Testing

In order to test the hypothesis of the study, regression analysis was used. The results of the regression analysis showed a significant positive relationship between self-esteem and entrepreneurial intention.

4.4.1. Hypothesis 1

Table 4: Regression Self Esteem-Entrepreneurial Intention

Dependent Variable: Entrepreneurial Intention Openness to New Experiences New Experiences			
Independent variable	Beta	t value	p value
Self-esteem	0,338	5,137	0,000
R= 0,338	R²=0,115	F=26,385	p=0,000
Dependent Variable: Entrepreneurial Intention Opportunity Identification and Generation			
Independent variable	Beta	t value	p value
Self-esteem	0,466	7,516	0,000
R= 0,466	R²=0,217	F=56,487	p=0,000
Dependent Variable: Entrepreneurial Intention Risk Taking			
Independent variable	Beta	t value	p value
Self-esteem	0,219	3,218	0,002
R= 0,219	R²=0,048	F=10,355	p=0,002
Dependent Variable: Entrepreneurial Intention Trust in the Self			
Independent variable	Beta	t value	p value
Self-esteem	0,499	8,201	0,000
R= 0,499	R²=0,249	F=67,259	p=0,000
Dependent Variable: Entrepreneurial Intention Openness for Change			
Independent variable	Beta	t value	p value
Self-esteem	0,321	4,846	0,000
R= 0,321	R²=0,103	F=23,485	p=0,000
Dependent Variable: Entrepreneurial Intention Job Affection			
Independent variable	Beta	t value	p value
Self-esteem	0,422	6,639	0,000
R= 0,422	R²=0,178	F=44,074	p=0,000

4.4.2. Hypothesis 2a and 2b: *Family Tradition and Entrepreneurship Education*

Since the moderator variable was measured using a categorical scale, we used two control, i.e. dummy variables. The first dummy variable was “family” and indicated presence of a family business with “1” for “yes” and “0” for “no”. The second dummy variable implied whether the student has taken an entrepreneurship course or not with “1” for “yes” and “0” for “no”.

To test the moderating role of the control variables on the relationship between self-esteem and entrepreneurial intention, linear regression analysis was repeated by including the dummy variables.

Table 5: Regression Analysis Results for Control Variables

Dependent Variable: Entrepreneurial Intention Job Affection			
Independent variable	Beta	t value	p value
Self-esteem	0,423	6,802	0,000
Entrepreneurship course	0,200	3,219	0,001
R= 0,467	R²=0,218	F=28,236	p=0,000
Dependent Variable: Entrepreneurial Intention Openness to New Experiences			
Independent variable	Beta	t value	p value
Self-esteem	0,352	5,487	0,000
Family	0,232	3,613	0,000
R= 0,410	R²=0,168	F=20,498	p=0,000
Dependent Variable: Entrepreneurial Intention Risk Taking			
Independent variable	Beta	t value	p value
Self-esteem	0,228	3,382	0,001
Family	0,166	2,463	0,015
R= 0,275	R²=0,076	F=8,338	p=0,000
Dependent Variable: Entrepreneurial Intention Openness for Change			
Independent variable	Beta	t value	p value
Self-esteem	0,331	5,071	0,000
Family	0,176	2,691	0,008
R= 0,365	R²=0,134	F=15,722	p=0,000

As expected, for each of the two control variables, the results confirmed the significant positive and partially of moderating role of each of the control variables. Having taken a course on entrepreneurship moderates job affection factor of entrepreneurial intention. In addition, having a family business tradition moderates the factor named as openness to new experiences, risk taking and openness for change of entrepreneurial intention.

5. Discussion

The study results provide a valuable picture reflecting the entrepreneurial intention of business students from three different private Universities in Istanbul, Turkey.

The personality trait included and tested in our model was self-esteem by using Rosenberg's self-esteem scale (Rosenberg, 1965). Our findings supported the unidimensional characteristic of the scale. The results further proved the positive affect of self-esteem on the entrepreneurial intention level of students. These findings once again redirect the attention to personality traits as determinants of entrepreneurial intention in students. Furthermore, the results also supported the findings of Dündar & Ağca, (2007); Göksel & Aydın, (2011).

Although previous research has provided important contributions to the antecedents of entrepreneurial intention, this study provides an understanding of the role self-esteem on entrepreneurial intention of students by highlighting the moderating role of having taken a course on entrepreneurship as well as having a family tradition of entrepreneurship. The findings indicate that contextual factors such as family and education have a moderating role in effecting the entrepreneurial intention of students. This was an expected result of our research and thus our hypotheses were supported. Furthermore, our results have shown that even though there is not a significant direct effect of these variables on entrepreneurial intention, there is a significant and partially moderating effect of them. There are several important implications that the study has revealed. Our findings once again highlighted that personality traits are important for having an entrepreneurial intention.

Organizations that strive to have an entrepreneurial orientation should consider either hiring candidates who have higher levels of certain personality traits such as self-esteem due to its influential role on entrepreneurial intention that will result in intrapreneurs or foster environments that increase these traits in their employees. Another important implication is that along with personality traits, contextual determinants also have a significant role on entrepreneurial intention levels.

Our results showed the positive moderating influence of these contextual variables on entrepreneurial intention. Thus, providing trainings and developing an entrepreneurial culture will result again in increased entrepreneurial intention.

The findings introduced by this study should be evaluated in the light of the subsequent limitations. The research sample consists of undergraduate and graduate business students from three different Universities in Istanbul and is not sufficient to generalize the results to other students at different departments or cities. Increasing the sample size could be a step to extend our research findings.

The entrepreneurial intention scale developed by Yılmaz and Sümbül (2008) was used in our research is one of the few scales developed by Turkish researchers. However, the limited number of studies that used this measurement instrument resulted in different factors of the scale. There is a lack of support regarding the number of these factors and future studies should be carried out to test this issue. Future research is necessary to support our findings within the Turkish context and also incorporating additional variables.

6. References

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