

Entrepreneurial Talents and Social Motives: Facilitators of Entrepreneurial Motivation Among Teacher Trainees

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ABSTRACT

In the view of on-going changes in the social, cultural, economic and political environment, the drastic change is required in the teacher education so that teachers could raise their standard with the changing needs of the society. Educational entrepreneurship seeks to provide teachers with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of setting and their senses of opportunities, innovativeness and capabilities for accomplishment have become the standard by which free educational enterprise is measured. Social motives are learnt in social groups because of interaction with the family and society. Teacher trainees with their talents create a pool of young people who are able to create jobs by virtue of their hard work and their dexterity of hands and win the hearts of people around the world through their skills.

Keywords: Entrepreneurial Talents, Social Motives, Entrepreneurial Motivation, Teacher Trainees

1. INTRODUCTION

President A. P. J. Abdul Kalam (2002) stated “when the teacher is empowered with knowledge and experience, good young human beings with value system take shape”. Teachers are inspirers, transmitters and creator of knowledge and they are leaders in the society. M. Venkaiah Naidu, Vice President of India, delivered the convocation Address at the 13th Annual Convocation of Kalinga Institute of Industrial Technology, Bhubaneshwar, Odisha on November 11, 2017. He said, “Learning new skills and acquiring new knowledge is vital in today’s knowledge economy. Upgrading our Competence, updating our knowledge and adapting to a rapidly changing work environment is the need of the hour. To do this, you must keep your eyes, ears, minds and hearts open. You must learn to discover and innovate. You must know how to think out of the box and collect as well as connect facts. You must acquire and utilize vast resources that are now more readily available than before information and knowledge. You must strive to be the best in whatever field you choose.”

Today society is in the hands of the young generation. This generation should be moulded in the schools by the teachers as a responsible person of the society. The teacher education focuses on '3S' (Student-School-Society) and yields fruitful results and should emphasize in such a way that it should become a base for any activity related to school, student and society. Keeping in view the importance of teacher education, a creative intellectual flame (thoughts) should be put on (action) and allow it to burn until the fuel is drained from the available resources (knowledge). The students in teacher education programme are trained in large number of skills as well as a theoretical framework. In the entrepreneurship process we have to be trained in finding out educational need and utilizing the acquired skill for the requirements of the education and consisting of the following:

- Knowing one's capacities i.e., introspecting what type of skills have been achieved by the student teacher.
- Surveying the educational needs i.e. exploring the requirements in the shape of what the stakeholders are looking for improving the capabilities of their wards.
- Designing creative solutions for the problems of the stakeholders that are, helping their wards to come out of the problems of learning and personality development.
- Giving consultancy services to the managers of education system so that they run their institution in an organized manner.
- Developing evaluation systems for objective evaluation of capabilities of the wards of the stakeholders.

Prime Minister Narendra Modi launched the Make in India initiative on September 25, 2014, with the primary goal of making India a global manufacturing hub. It also seeks to facilitate job creation, foster innovation, enhance skill development and protect intellectual property. The initiative is built on four pillars which are as follows:

- ❖ **New Processes:-** The government is introducing several reforms to create possibilities for getting Foreign Direct Investment (FDI) and foster business partnerships. Some initiatives have already been undertaken to alleviate the business environment from out-dated policies and regulations. This reform is also aligned with parameters of World Bank's 'Ease of Doing Business' index to improve India's ranking on it.
- ❖ **New Infrastructure:-** Infrastructure is integral to the growth of any industry. The government intends to develop industrial corridors and build smart cities with state-of-the-art technology and high-speed communication. Innovation and research activities are supported by a fast-paced registration system and improved infrastructure for Intellectual Property Rights (IPR) registrations. Along with the development of infrastructure, the training for the skilled workforce for the sectors is also being addressed.
- ❖ **New Sectors:-** 'Make in India' has identified 25 sectors to promote with the detailed information being shared through an interactive web-portal. The Government has allowed 100% FDI in Railway and removed restrictions in Construction. It has also recently increased the cap of FDI to 100% in Defence and Pharmaceutical.

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- ❖ **New Mind Set:-** Government in India has always been a regulator and not a facilitator. This initiative intends to change this by bringing a paradigm shift in the way Government interacts with various industries. It will focus on acting as a partner in the economic development of the country alongside the corporate sector.

On July 15,2015, Prime Minister Narendra Modi, launched his pet project “Skill India Campaign” in New Delhi on the first ever World Youth Skills Day which included the launch of the National Skill Development Mission and unveiling of the new National Policy for Skill Development and Entrepreneurship 2015. The Prime Minister had further said that while in the 20th Century India must focus on scaling up skill training efforts to meet the demands of employers and drive economic growth.

In short it can be said that there is need to shift the focus of quality assessment from the institution to learner. Only indicator of quality will be the entrepreneurship, Let us adopt it. Let us start charging for every service that the trained teachers provide to the society. Let us start charging for the ideas so generated in the teaching-learning process.

Entrepreneurship refers to an individual’s ability to turn ideas into action. Entrepreneurship applies to all real-life situations and it is not correct to say, it is always business entrepreneurship or profit motive which is important (Axelsson, K. 2017). There are many NGOs which are entrepreneurial in nature. Enhancing entrepreneurship talents among the teacher trainees are dire need of the hour that includes creativity, innovation and risk-taking as well as the ability to plan and manage different activities to achieve objectives (Kozlinska, I. 2012). This should include awareness of ethical values and promote good governance, hard work and disciplined dedication. Dimensions of entrepreneurial talents are: self-esteem, vision, versatility, creativity and persuasiveness, adaptable and flexible, knowledge, and skills.

Motivation is a contingent perception that links a person's internal conditions to external behaviour; it cannot be observed directly, but we can infer its presence based on its behavioural effects (Sad Phal, U. 2017). Social motives are learnt in social groups because of interaction with the family and society and specific only to human beings (Amreen Ahmad Ali, Kohli , N. (2013). It might create from physiological needs and drives or from complex wants, for example, the longing to help other people, to acquire endorsement, or to win a high income (Bullinger, A., Zimmermann, F., Kaminski, J., Tomasello, M. 2011). Social motives include:

- Achievement Motivation:
- Power Motive:
- Affiliation Motive:
- Approval Motives:
- Aggressive Motive:
- Curiosity Motive:
- Acquisitive Motive:

2. OBJECTIVE OF THE STUDY

- To study the relationship between entrepreneurial talents and social motives of the teacher trainees with respect to their gender and type of teacher training institutes.

3. RESEARCH QUESTION

- Are there any relationship between entrepreneurial talents and various dimensions of social motives that facilitate entrepreneurial motivation among male and female teacher trainees studying in government and private teacher training institutes?

4. DESIGN OF THE STUDY

The present study is descriptive in nature and survey method was used by the investigator. “Descriptive research describes what involved-description, recording, analysis is, and interpretation of condition that now exist. It involves some type of comparison or relationship that exists between existing non-manipulative variables. Sample is a representative portion of population which is selected for the purpose of study or investigation. A good sample is homogenous, unbiased, representative and adequate in size. All teacher trainees studying in different government and private teacher training institutions affiliated to Maharishi Dayanand University, Rohtak in the state of Haryana constitutes the population for the present study. The investigator has selected 380 teacher trainees (180 from government teacher training institutions and 200 from private teacher training institutions) as sample by using simple random sampling technique (lottery method). The classification of teacher trainees as sample for the present investigation is given below:

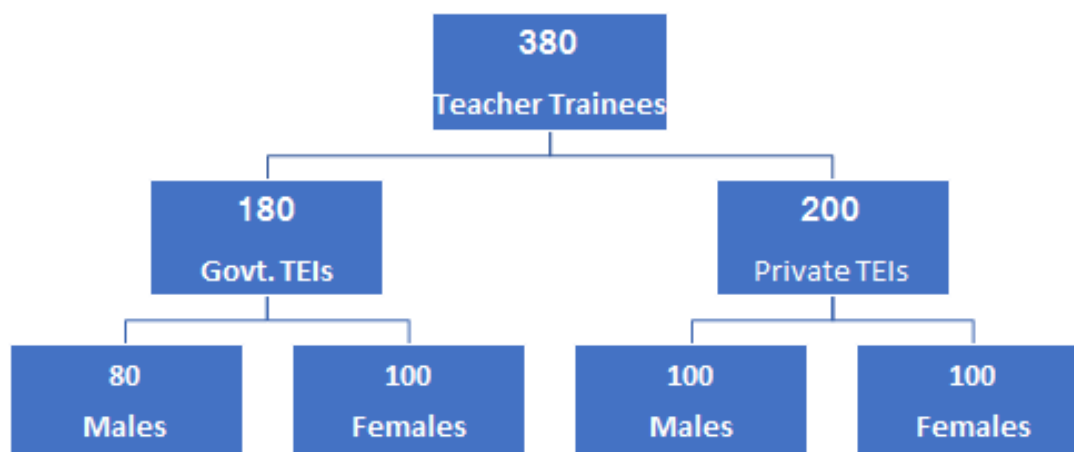


Figure 1: Classification of teacher trainees as sample for present investigation

5. TOOLS USED FOR DATA COLLECTION

Entrepreneurial Talent Scale standardized by S. Aggarwal and Ira Das. Entrepreneurial Talent Scale contains 103 items and measures entrepreneurial talents/dispositions through seven subtests:

- Risk taking/ ability to face challenges of new ventures/ stress tolerance
- Achievement Motivation

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- Leadership traits
- Self-concept
- Capability for Persuasion
- Attitude towards Entrepreneurs
- Problem Solving Ability

Social Motive Scale standardized by R. N. Singh and Mahesh Bhargava. The Scale consists of 36 items and measures three important social motives achievement, power and social contact motive by positive and negative tendencies of the individual. This Scale also contains 36 pair of statements and it is a highly reliable and valid scale and separate norms are available for positive and negative poles.

6. STATISTICAL TECHNIQUES USED

Pearson’s Product Moment Coefficient of Correlation was used to find out the relationship in different dimensions of the entrepreneurial talent and social motive. The correlation is a statistical measure of the strength of the relationship between the relative movements of two variables. The values range between -1.0 and 1.0. A calculated number greater than, 1.0 or less than -1.0 means that there was an error in the correlation measurement. A correlation of -1.0 shows a perfect negative correlation, while a correlation of 1.0 shows a perfect positive correlation. A correlation of 0.0 shows no linear relationship between the movements of the two variables.

7. RESULT ANALYSIS

To find out the relationship between entrepreneurial talents and social motives among the teacher trainees, coefficient of correlation was calculated, and the result is presented in table no. 1

Table No. 1: Coefficient of correlation between entrepreneurial talents and social motives

| Dimensions of Social Motives | Entrepreneurial Talents | | |
|------------------------------|-------------------------|-------|-----|
| | Pearson Correlation | Sig. | N |
| Achievement Motive Positive | 0.264 | 0.000 | 380 |
| Achievement Motive Negative | -0.308 | 0.000 | 380 |
| Power Motive Positive | 0.321 | 0.000 | 380 |
| Power Motive Negative | -0.346 | 0.000 | 380 |
| Social Motive Positive | 0.301 | 0.000 | 380 |
| Social Motive Negative | -0.293 | 0.000 | 380 |

The coefficient of correlation between entrepreneurial talents and positive achievement motive of trainees of teacher training institutes is 0.264, which is significant at 0.01 level. It means there is significant positive relationship between entrepreneurial talents and positive achievement motive of trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative achievement motive of trainees of teacher training institutes is -0.308, which is significant at 0.01 level. It means there is

significant negative relationship between entrepreneurial talents and negative achievement motive of trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and positive power motive of trainees of teacher training institutes is 0.321, which is significant at 0.01 level. It means there is significant positive relationship between entrepreneurial talents and positive power motive of trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative power motive of trainees of teacher training institutes is -0.346, which is significant at 0.01 level. It means there is significant negative relationship between entrepreneurial talents and negative power motive of trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and positive social motive of trainees of teacher training institutes is 0.310, which is significant at 0.01 level. It means there is significant positive relationship between entrepreneurial talents and positive social motive of trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative social motive of trainees of teacher training institutes is -0.293, which is significant at 0.01 level. It means there is significant negative relationship between entrepreneurial talents and negative social motive of trainees of teacher training institutes.

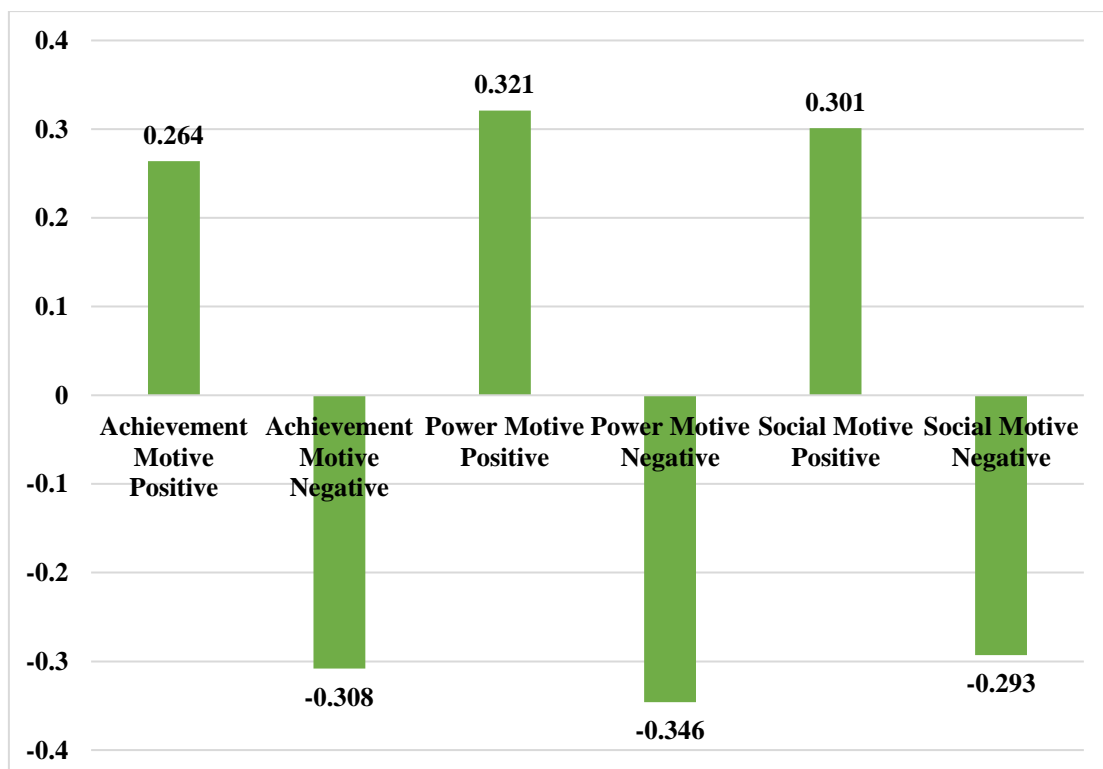


Figure No. 2: Coefficient of correlation between entrepreneurial talents and social motives

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To find out the relationship between entrepreneurial talents and social motive among the male and female teacher trainees, coefficient of correlation was calculated, and the result is presented in table no 2.

Table no. 2: Coefficient of correlation between entrepreneurial talents and social motive of male and female teacher trainees

| Gender | | Entrepreneurial Talents | | |
|--------|-----------------------------|-------------------------|-------|-----|
| | | Pearson Correlation | Sig. | N |
| Male | Achievement Motive Positive | 0.390 | 0.000 | 180 |
| | Achievement Motive Negative | -0.338 | 0.000 | 180 |
| | Power Motive Positive | 0.444 | 0.000 | 180 |
| | Power Motive Negative | -0.407 | 0.000 | 180 |
| | Social Motive Positive | 0.454 | 0.000 | 180 |
| | Social Motive Negative | -0.362 | 0.000 | 180 |
| Female | Achievement Motive Positive | 0.046 | 0.520 | 200 |
| | Achievement Motive Negative | -0.171 | 0.016 | 200 |
| | Power Motive Positive | 0.128 | 0.070 | 200 |
| | Power Motive Negative | -0.196 | 0.005 | 200 |
| | Social Motive Positive | 0.034 | 0.636 | 200 |
| | Social Motive Negative | -0.143 | 0.043 | 200 |

The coefficient of correlation between entrepreneurial talents and positive achievement motive of male trainees of teacher training institutes is 0.390. It means there is significant positive relationship between entrepreneurial talents and positive achievement motive of male trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative achievement motive of male trainees of teacher training institutes is -0.338. It means there is significant negative relationship between entrepreneurial talents and negative achievement motive of male trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and positive power motive of male trainees of teacher training institutes is 0.444. It means there is significant positive relationship between entrepreneurial talents and positive power motive of male trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative power motive of male trainees of teacher training institutes is -0.407. It means there is significant negative relationship between entrepreneurial talents and negative power motive of male trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and positive social motive of male trainees of teacher training institutes is 0.454. It means there is significant positive relationship

between entrepreneurial talents and positive social motive of male trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative social motive of male trainees of teacher training institutes is -0.362. It means there is significant negative relationship between entrepreneurial talents and negative social motive of male trainees of teacher training institutes.

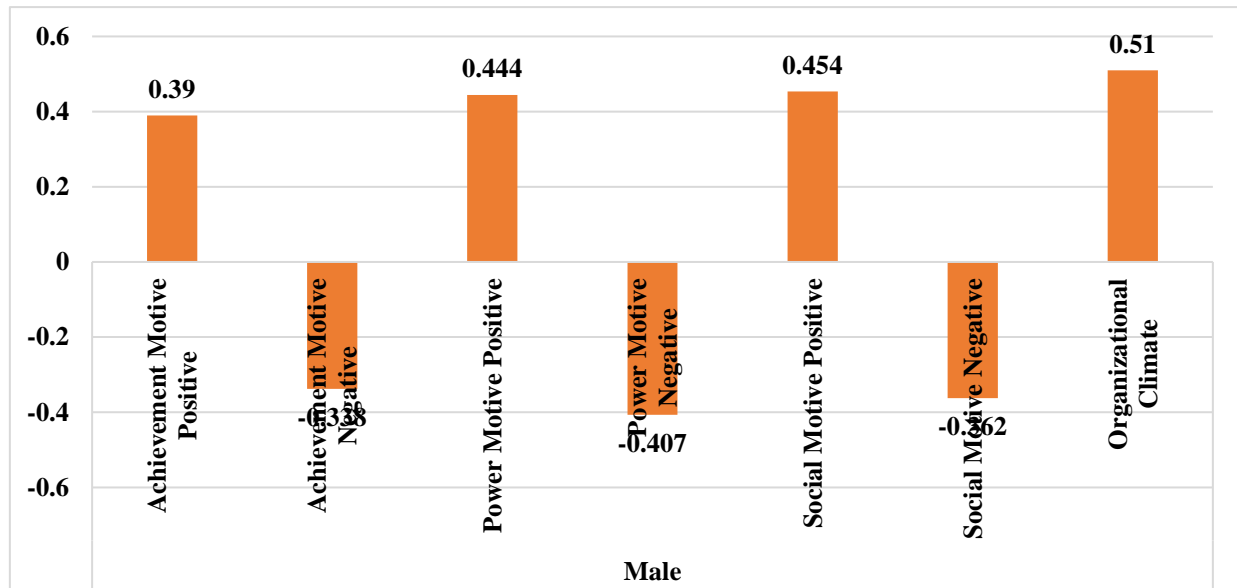


Figure No. 3: Coefficient of correlation between entrepreneurial talents and social motive of male teacher trainees of government teacher training institutes

The coefficient of correlation between entrepreneurial talents and positive achievement motive of female trainees of teacher training institutes is 0.046. It means there is no significant relationship between entrepreneurial talents and positive achievement motive of female trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative achievement motive of female trainees of teacher training institutes is -0.171, It means there is significant negative relationship between Entrepreneurial Talents and negative achievement motive of female trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and positive power motive of female trainees of teacher training institutes is 0.128. It means there is no significant relationship between entrepreneurial talents and positive power motive of female trainees of teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative power motive of female trainees of teacher training institutes is -0.196. It means there is significant negative relationship between entrepreneurial talents and negative power motive of female trainees of teacher training institutes.

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The coefficient of correlation between entrepreneurial talents and positive power motive of female trainees of teacher training institutes is 0.034. It means there is no significant relationship between entrepreneurial talents and positive power motive of female trainees of teacher training institutes.

The coefficient of correlation between Entrepreneurial Talents and negative power motive of female trainees of teacher training institutes is -0.143. It means there is significant negative relationship between Entrepreneurial Talents and negative power motive of female trainees of teacher training institutes.

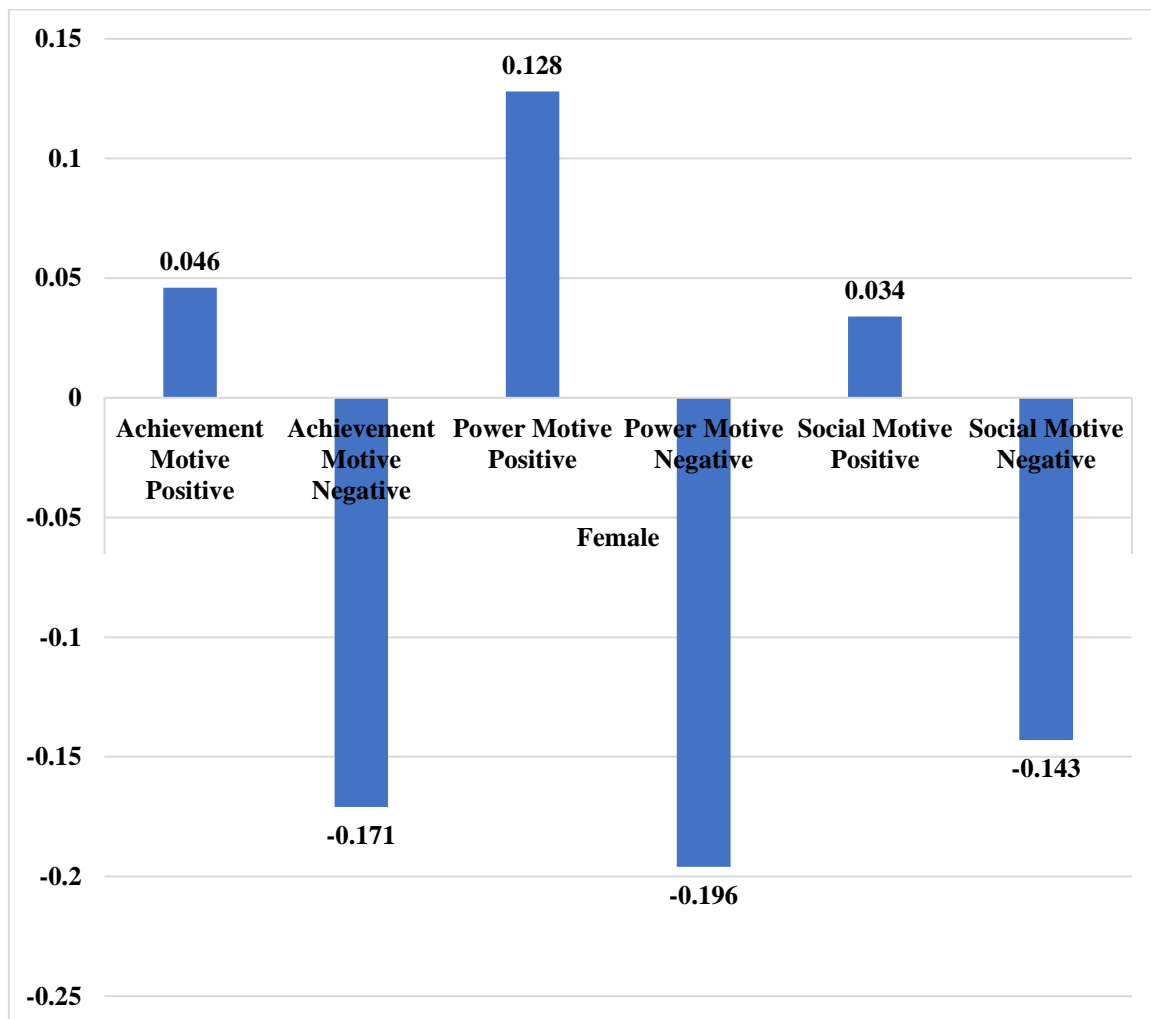


Figure no. 4: Coefficient of correlation between entrepreneurial talents and social motive of female teacher trainees of Govt. teacher training institutes

TABLE No. 4: Coefficient of correlation between entrepreneurial talents and social motives of Government and Private Institutions

| Type of Teacher Training Institutes | | Entrepreneurial Talents | | |
|-------------------------------------|-----------------------------|-------------------------|-------|-----|
| | | Pearson Correlation | Sig. | N |
| Government | Achievement Motive Positive | 0.287 | 0.000 | 180 |
| | Achievement Motive Negative | -0.255 | 0.001 | 180 |
| | Power Motive Positive | 0.310 | 0.000 | 180 |

| | | | | |
|----------------|-----------------------------|--------|-------|-----|
| | Power Motive Negative | -0.273 | 0.000 | 180 |
| | Social Motive Positive | 0.320 | 0.000 | 180 |
| | Social Motive Negative | -0.181 | 0.015 | 180 |
| Private | Achievement Motive Positive | 0.192 | 0.006 | 200 |
| | Achievement Motive Negative | -0.262 | 0.000 | 200 |
| | Power Motive Positive | 0.247 | 0.000 | 200 |
| | Power Motive Negative | -0.301 | 0.000 | 200 |
| | Social Motive Positive | 0.188 | 0.008 | 200 |
| | Social Motive Negative | -0.250 | 0.000 | 200 |

(Level of significance at 0.05= 1.98 and 0.01 = 2.58)

The coefficient of correlation between entrepreneurial talents and positive achievement motive of trainees of government teacher training institutes is 0.287, which is significant at 0.01 level. It means there is significant positive relationship between entrepreneurial talents and positive achievement motive of trainees of government teacher training institutes.

The coefficient of correlation between Entrepreneurial Talents and negative achievement motive of trainees of government teacher training institutes is -0.255, which is significant at 0.01 level. It means there is significant negative relationship between entrepreneurial talents and negative achievement motive of trainees of government teacher training institutes.

The coefficient of correlation between entrepreneurial talents and positive power motive of trainees of government teacher training institutes is 0.310, which is significant at 0.01 level. It means there is significant positive relationship between entrepreneurial talents and positive power motive of trainees of government teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative power motive of trainees of government teacher training institutes is -0.273, which is significant at 0.01 level. It means there is significant negative relationship between entrepreneurial talents and negative power motive of trainees of government teacher training institutes.

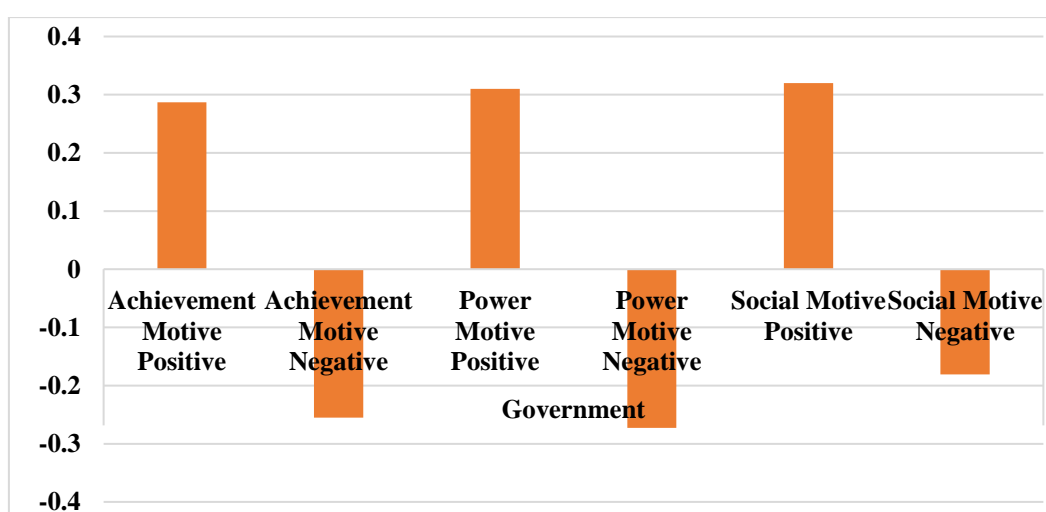


Figure No. 5: Coefficient of correlation between entrepreneurial talents and social motives of government teacher training institutes

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The coefficient of correlation between Entrepreneurial Talents and positive social motive of trainees of government teacher training institutes is 0.320, which is significant at 0.01 level. It means there is significant positive relationship between Entrepreneurial Talents and positive social motive of trainees of government teacher training institutes.

The coefficient of correlation between Entrepreneurial Talents and negative social motive of trainees of government teacher training institutes is -0.181, which is significant at 0.01 level. It means there is significant negative relationship between entrepreneurial talents and negative social motive of trainees of government teacher training institutes.

The coefficient of correlation between entrepreneurial talents and positive achievement motive of trainees of private teacher training institutes is 0.192, which is significant at 0.01 level. It means there is significant positive relationship between Entrepreneurial Talents and positive achievement motive of trainees of private teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative achievement motive of trainees of private teacher training institutes is -0.262, which is significant at 0.01 level. It means there is significant negative relationship between entrepreneurial talents and negative achievement motive of trainees of private teacher training institutes.

The coefficient of correlation between entrepreneurial talents and positive power motive of trainees of private teacher training institutes is 0.247, which is significant at 0.01 level. It means there is significant positive relationship between entrepreneurial talents and positive power motive of trainees of private teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative power motive of trainees of private teacher training institutes is -0.210, which is significant at 0.01 level. It means there is significant negative relationship between entrepreneurial talents and negative power motive of trainees of private teacher training institutes.

The coefficient of correlation between entrepreneurial talents and positive social motive of trainees of private teacher training institutes is 0.188, which is significant at 0.01 level. It means there is significant positive relationship between Entrepreneurial Talents and positive social motive of trainees of private teacher training institutes.

The coefficient of correlation between entrepreneurial talents and negative social motive of trainees of private teacher training institutes is -0.255, which is significant at 0.01 level. It means there is significant negative relationship between Entrepreneurial Talents and negative social motive of trainees of private teacher training institutes.

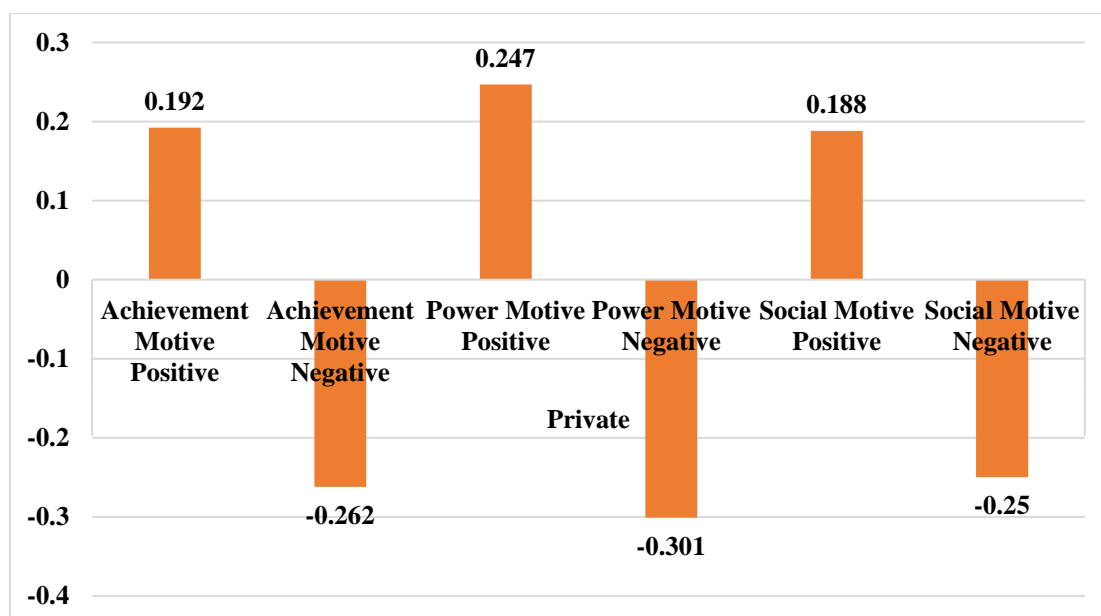


Figure no. 6 : Coefficient of correlation between entrepreneurial talents and social motives of Private teacher training institutes

8. MAIN FINDINGS

- There is significant positive relationship between entrepreneurial talents and positive achievement motive, entrepreneurial talents and positive power motive, entrepreneurial talents and positive social motive of trainees studying in different teacher training institutes (Bolton, B., & Thompson, J. L. 2013).
- There is significant negative relationship between entrepreneurial talents and negative achievement motive, entrepreneurial talents and negative power motive, entrepreneurial talents and negative social motive of trainees studying in different teacher training institutes (Kaur, M. 2011).
- There is significant positive relationship between entrepreneurial talents and positive achievement motive, entrepreneurial talents and positive power motive, entrepreneurial talents and positive social motive of male trainees studying in different teacher training institutes (Echtner, C.M. 1995).
- There is significant negative relationship between entrepreneurial talents and negative achievement motive, entrepreneurial talents and negative power motive, entrepreneurial talents and negative social motive of male trainees studying in different teacher training institutes.
- There is no significant relationship between entrepreneurial talents and positive achievement motive, entrepreneurial talents and negative achievement motive, entrepreneurial talents and positive power motive, entrepreneurial talents and negative power motive, entrepreneurial talents and negative power motive of female trainees studying in different teacher training institutes.
- There is significant positive relationship between entrepreneurial talents and positive achievement motive, entrepreneurial talents and positive power motive, entrepreneurial talents

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and positive social motive of trainees studying in different government teacher training institutes (Ernest, K., Matthew, Somiah K.; Samuel, A K. 2015).

- There is significant negative relationship between entrepreneurial talents and negative achievement motive, entrepreneurial talents and negative power motive, entrepreneurial talents and negative social motive of trainees studying in government teacher training institutes (Ryan, R., & Deci, E. 2000).
- There is significant positive relationship between Entrepreneurial Talents and positive achievement motive, entrepreneurial talents and positive power motive, Entrepreneurial Talents and positive social motive, entrepreneurial talents and negative social motive of trainees studying in different private teacher training institutes (Pandit, D., Joshi, M. P., & Tiwari, S. R. 2018).
- There is significant negative relationship between entrepreneurial talents and negative achievement motive, entrepreneurial talents and negative power motive of trainees studying in different private teacher training institutes.

9. SUGGESTIONS FOR THE FURTHER RESEARCHES

The following suggestions for further research that could be undertaken by perspective of researchers are:

- The sample size can be increased to obtain results.
- A similar study can be conducted in different areas of the Haryana states and other states of India.
- A similar study can be carried out in senior secondary school students and students studying in higher teacher training institutes.
- Comparative studies can be made. Taking into account other variables and in different areas.
- Some more teacher training institutes should be taken to obtain concrete result.
- The tools should be modified in local language so that teacher trainees will give responses easily.

10. RECOMMENDATIONS

This study has outlined the following recommendations:

- Institutes should introduce vocational courses as a part of the main curriculum.
- More focus on practical education and value education.
- Create more platforms for knowledge sharing for the teacher trainees (on both technical and soft skills).
- The government should focus on the policies and interventions to improve the quality of education

- Teacher Educational institutes should also focus on the quality of personnel and professional development programs for both students and faculty. School administrators should set a good example or role modelling to faculty members and students as a whole.

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