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IMPACT OF SITUATIONAL ATTRIBUTES AND KNOWLEDGE ACQUISITION ON ENTREPRENEURSHIP MOTIVATION AMONG UNIVERSITY STUDENTS IN INDIA

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ABSTRACT

Entrepreneurship in India's overgrows, and start-up is emerging to influence its economy. As per the world bank survey, new firms start their progression to 12.2% between 2014-2018, and the growth is 3.8% between 2006-2014. To accelerate the growth of educated entrepreneurs, the government introduced a new entrepreneurship education that will enrich entrepreneurship motivation among students. The system also helps the students get hands-on investments, take financial assistance from banks, and start new enterprises. Therefore, the aim of the thesis is to critically explore how variables such as situational attributes and knowledge acquisition come into play and motivate university students to become future entrepreneurs. The intention is to evaluate how the newly acquired knowledge and insight serve as a catalyst for university students and drive them towards the path of entrepreneurship.

Knowledge acquisition contains cognitive knowledge, skill-based knowledge, and affective knowledge and plays an integral role in influencing entrepreneurship motivation among university students in India. The findings of the study show that knowledge acquisition has a moderate impact of 44% on entrepreneurship motivation, especially skill-based knowledge has a significant impact on motivation. On the other hand, cognitive has a moderate effect while affective knowledge does not impact entrepreneurship motivation. The study has also revealed that situational attributes do not influence entrepreneurship motivation among university students in India.

Keywords: *Entrepreneurship motivation, knowledge acquisition, and situational attributes*

INTRODUCTION

Entrepreneurship is a field that examines how the individual utilizes prospects, by whom, and with what effects prospects from creating future goods and services. Entrepreneurs are the individuals who discover new products, evaluate, and exploit market opportunities (Shane, Venkataraman 2000). The execution of entrepreneurship activity primarily relies on entrepreneurs because they are the ones who are responsible for recognizing, evaluating, and exploiting the prospects that exist in a diverse market setting (Ardichvili et al. 2003 Shane, Venkataraman 2000 Shane et al. 2013). Hence, entrepreneurs must understand the importance of entrepreneurship, which contributes to enriching job creation, innovation, and economicdevelopment (Sesen 2013 Hopp, Stephan 2012 Nabi, Liñán 2011). Developing countries like India are some of the strongest countries in terms of entrepreneurship (Bharucha 2019).

Considering the strength, the Indian government has taken steps to offer new schemes and has created a vast network of institutions to offer several types of assistance to become entrepreneurs (Abhyankar 2014). Even though the government offers huge support to institutions, thousands of students have passed out across various universities each year, and their initiatives to start their ventures are minimal. (KRISHNA n.d). Thus, the aspects induce the researcher to assess whether entrepreneurship education stimulates motivation among university students in India. University students are between 18 years and above of age. Recently, the government introduced a new entrepreneurship education for individuals to share their ideas. Such schemes have been acting as key instruments that promote entrepreneurship. The system helps the students get hands-on investments, take financial assistance from banks, and start new enterprises (Roy, Mukherjee 2017). The study is insightful as it captures the impact of situational attributes and knowledge acquisition on entrepreneurship motivation among university students in India. The impact of education on entrepreneurship motivation has also been examined in the study. Situational attributes are defined as the external element that do not occur from within an individual but arise from elsewhere, such as the environment. In the research context relating to entrepreneurship motivation, the situational attributes that exist include university, institution name, status of institution, type of course, degree and length of the entrepreneurship course. Researcher Khoung

argued that situational attributes that are beyond the control of students might have varying impact on university students (Khuong & An, 2016). The study has uncovered how such macro elements influence entrepreneurship motivation in university students in India. Entrepreneurship in India's overgrows, and start-ups are emerging to influence its economy (Nipun et al. 2021). As per the world bank survey, new firms start their progression to 12.2% between 2014-2018, and the growth is 3.8% between 2006-2014 (Staff 2020). The drastic growth in new firms India is the third rank in several new firms in the country. Ministry of Corporate Affairs has identified that new firms in the service sector are on the rise compared to that in manufacturing, agriculture, and infrastructural areas, implying that there is scope for entrepreneurship to prosper. Knowledge acquisition is the process of collecting knowledge from a diverse range of sources so that new knowledge can be added or existing knowledge can be improved. Various researchers have identified entrepreneurship education as a key element that shapes knowledge in university learners. Research shows that entrepreneurship education has a mediating effect on enhancing entrepreneurship knowledge and competencies (Sarmento, 2016). The acquisition of diverse knowledge in terms of better comprehension, emotions, attitude, skills, and competencies might have varying impacts on entrepreneurship motivation among university students in India.

Existing literature by Researcher Sarmento (2016) shows that entrepreneurship education plays a decisive role to shape entrepreneurship knowledge and skills. However, other variables also exist that might influence diverse entrepreneurship aspects like competencies, experience, and support. Education is considered an essential element that influences entrepreneurship motivation among individuals (Mukesh et al. 2018). It has proven that education enhances entrepreneurship potentialities, leading them to take entrepreneurship activities in India. Entrepreneurs contribute to the overall economic development of the country. It is very much needed for a country like India, where a substantial part of the population is young. This can be of notable contribution to the country's economic growth. Education can serve as a vital tool that can enable young Indians to transform into successful entrepreneurs who have the potential to exploit entrepreneurship-based opportunities and contribute to a more robust national economy. The meagre growth in this system is the lack of incubators that serve as an ecosystem for budding entrepreneurs (Studio 2020). To accelerate the growth of educated entrepreneurs, the government introduced a new entrepreneurship education to share individual or group of individual ideas. The system plays a vital role in allowing students to access investments, take financial assistance from banks, and start

new enterprises (Roy, Mukherjee 2017). The research explores the impact of situational attributes and knowledge acquisition on entrepreneurship motivation among university students in India. The thesis aims to understand how knowledge acquisition and situational attributes impact entrepreneurship motivation amongst university students in India. The study helps to ascertain how young Indian learners can be motivated to become future entrepreneurs.

The study frames the below research questions:

- What is the relationship between situational attributes and entrepreneurship motivation among university students in India?
- What is the impact of knowledge acquisition on entrepreneurship motivation among university students in India, and what are the recommendations to increase entrepreneurship motivation among them?

The significance of the study is that it assesses the present situation of how university students are getting the motivation to become entrepreneurs through education in India. The study creates value to society by how education is underpinned to transform students into entrepreneurs. Doing so creates a valuable insight to the policymakers and society concerning entrepreneurship motivation among university students in India. Khuong has argued that there is a need for exploration in the entrepreneurship world so that policymakers can play a proactive role in supporting and encouraging students to transform into future entrepreneurs (Khuong & An, 2016). The first section gives a brief overview of the literature review. The theoretical background has sub-sections like entrepreneurship motivation, knowledge acquisition through entrepreneurship education, studies relating to motivation, studies relating to knowledge acquisition, and entrepreneurship motivation. The second section describes how the research frames the methodology to carry out the study. The study uses a research onion framework to describe the methodology. Besides, the study determines the samples using sampling methods and techniques. It has data collection methods, validity, reliability, and ethical consideration. In the third section, the analysis and interpretation are outlined with statistical tools like percentage analysis, descriptive statistics, correlation, regression, and the macro level analysis are summarized. The last section comprises of discussion, implications, further research scope, and limitations of the study.

1. THEORITICAL BACKGROUND OF THE STUDY

1.1 Entrepreneurship motivation

Entrepreneurship motivation is defined as the desire or tendency of an individual to organize, manipulate, and master organization followed by human beings and ideas as quickly and independently as possible. Individuals who become entrepreneurs have high entrepreneurship motivation (Shane 2003). It is an energy that enriches the individual doing activities in leading to attain the needs, contribute satisfaction, and diminish imbalance throughstarting a new enterprise or business (Zimmerer et al. 2008). It is anticipated that students with acquired knowledge through entrepreneurship education have more motivation. Entrepreneurship motivation thus activates and encourages entrepreneurs to put in a high level of effort to achieve the intended entrepreneurship goals and objectives. Entrepreneurship competencies are often psychological or social skills (Taatila, 2010). These competencies include various important attributes as innovation, creativity, critical reasoning, adaptability to change, leadership, flexibility, adaptability, ability to negotiate, technological exposure, networking and team-building among (Henry et al., 2004 Jack and Anderson, 1999 Jones and Penaluna, 2013 Rae, 1997 Ronstadt, 1990a Solomon et al., 2002).

Motivation and competencies have always shared a direct relationship. The bigger is the motivation for entrepreneurship action, the higher is the entrepreneurship competency (Lee et al., 2005). Motivators of entrepreneurs are of four types: internal incentive, external incentive, sovereignty, and family protection (Kuratko et al. 1997). However, the four motivators were monetary benefits, identification, independence, and family culture (Yalcin, Kapu 2008). Motivational elements can be internal or external. External attributes are associated with financial aspects like profitability, whereas internal attributes are related to elements such as self-achievement and personal development (Robichaud et al. 2001). Financial benefits and perks are related more to extrinsic motivators,whereas intrinsic motivators include self-satisfaction, own boss, own destination control (Ashley-Cotleur et al. 2009). Financial rewards are related to

extrinsic rewards in other studies, whereas independence, personal growth, and family security are related to intrinsic rewards (Yalcin, Kapu 2008). Motivating attributes can also be categorized as a push or pull variables.

Pull attributes: People are forced to do entrepreneurship by their circumstances. It emerges due to aspects like independence, self-fulfillment, entrepreneurship drive, and desire for personal wealth. The author suggests that the individual desire for independence and recognition is the primary attribute influencing entrepreneurship. It emerges due to the need for independence or financial rewards (Douglas, Shepherd 2002 Shane et al. 1999 Barringer 2008). Majority people get into entrepreneurship due to a desire to run their own business and the need for independence. Some of the pull attributes were discussed below.

Independence: Gronewald et al. (2016) stated that people who get into business utilize the prospects available in the market primarily due to independence. Out of many attributes, independence ranked as the topmost attribute which induces the person to get into business (Shane et al. 2002). The same study has proved that entrepreneurs who enter business are because of attributes like independence, flexibility, and the hope to avoid constraints present in employment. Barringer (2008) has pointed out that independence and financial rewards were the reasons to choose entrepreneurs.

Achievement: Entrepreneurs born from the need for achievement. Managing the business is a way of getting recognition from society. In other cases, the main interest is to place food for their families rather than gain prestige from society. The need for achievement is the basic need that pulls many persons into entrepreneurship (Taylor et al. 2008). Recognition: It refers to the social status derived from the operation of one business. (Mkubukeli, Cronje 2018). One of the studies pointed out personal development as a crucial factor for independence as a part of personal development as the primary attribute that encourages people to start their own business (Hentschel 2003).

Push attributes: It refers to the elements which force one to get into entrepreneurship. Push attributes are job insecurity, unemployment, disagreement with the management, and inability to fit it into the organization (Mkubukeli, Cronje 2018). Other pull variables that might encourage individuals to become entrepreneurs in the future include lack of growth in a professional setting,

and family issues.

1.2 Knowledge acquisition through entrepreneurship motivation

Entrepreneurship education is the process of gaining the necessary skills and concepts to find out new business prospects and reach a high level of self-confidence from such prospects. Also, entrepreneurship education focuses on skill-building, leadership participation which induce new product development, creative thinking, and technology innovation (McMullan et al. 2002). Moreover, entrepreneurship education is any education program or process of education for developing manners and skills relating to entrepreneurs, which paves the way to developing personal qualities (Maritz et al. 2015). Entrepreneurship education is a significant ecosystem component in enhancing intentional and business creation stability (Van Gelderen et al. 2015). Generally, entrepreneurship education includes a wide array of audiences and has separate objectives, contents, and pedagogical methods (Fayolle et al. 2009). The primary objective of entrepreneurship education is to acquire knowledge about entrepreneurship. Then, it is about up-gradation of acquired skills by use of new techniques, analyzing the business situations, having proper action plans, finding out and stimulating entrepreneurship drive, talent, skills, developing empathy and support, revising the attitude towards change, encouraging students to become entrepreneurs and to stimulate practical socialization element (Alberti et al. 2004). While in the other study, Fayolle et al. (2009) pinpointed three categories of entrepreneurship education objectives. It includes real-life application of the learned techniques and tools for better handling situations. The growth of young entrepreneurs is the goal.

The outcome derived from the education is raising awareness and knowledge about enterprise, entrepreneurship concept, practices, skills, behaviors, and attitudes, create empathy, embed values and beliefs, and motivate students to start a new career life. It can also help in recognizing venture creation process, developing entrepreneurship competencies, developing key business, building personal relationships and network skills, and preparing an individual as a self-employed person to start a new business (Gibb, Hannon 2006). Some of the outcomes of entrepreneurship education are stated above. Analyzing dozens of experts engaged in entrepreneurship research can be classified into three types based on outcomes: cognitive outcome, skill-based outcome, and affective outcome. Cognitive outcome indicates the knowledge of individual fit with career,

recognize risks and other items. Consequently, skill-based outcomes represent recognizing and acting business prospects, developing plans, obtaining finance, managing people, setting priorities, and focusing more on goals. The practical outcome indicates entrepreneurship spirit, learning and self-esteem, and other multi-item constructs (Fisher et al. 2008). The researcher observed that knowledge acquisition includes cognitive, skill-based, and practical outcomes from the studies.

1.3 Studies relating to motivation

Islam (2012) asserts that the reasons behind motivating the entrepreneurs to establish business enterprises. The study assesses the entrepreneurs who belong to Dhaka and Rajshahi divisions in Bangladesh. The authors assessed the aspects using primary data. It shows that money-making for the family followed by self-employment, obtaining social status, utilizing personal knowledge, previous experience, less complexity, and more profitability were the primary attributes that influenced the entrepreneurs to get into business. Also, lack of formal education,unemployment, dissatisfaction with previous occupation and family constraints, and work pressure were the push attributes for entrepreneurship. The researcher observes that push and pull motivators are essential to assess how entrepreneurs are induced to get into business. The author's primary intention to measure the study is to take motivational attributes and assess thestudy using them. The authors have assessed the motivation from the general perspective, not on a specific view. However, the study fails to acknowledge the motivating attributes that impact entrepreneurs. It can be more interesting if it had included the theory, measuring the aspects using the hypothesis.

Ojiaku et al. (2018) stated using the integrative model to forecast entrepreneurship intention among young graduates in Nigeria. The study utilized the push-pull mooring model push, pull, and mooring attributes were independent variables and entrepreneurship intention as dependent variables. Out of three attributes, pull, and mooring attributes directly predict entrepreneurship intention among graduates. Consequently, mooring attributes are the situational or contextual constraints that can impact the push and pull actors. These elements are considered as the vital influence attributes for predicting entrepreneurship intentions. It includes environmental attributes, perceived desirability, self-efficacy, and risk tolerance, which determine entrepreneurship intentions. However, push attributes had an insignificant relationship with entrepreneurship intention. Thus, the study concludes with the policymaker's implications to expose the prospects

to young graduates through the NYSC program, arranging mentor and protégé, directing the entrepreneurs, and supporting them from a financial perspective. The researcher observes that the pull attributes are playing a key role in inducing entrepreneurship intention among graduates. Thus, the variables have been considered to assess the entrepreneurship motivation of university students in India. The authors had made an effort to integrate theory with the outcome. Therefore, the study is beneficial for the researcher to determine the essential entrepreneurship motivation attributes and include the aspects in the research instrument.

1.4 Studies relating to knowledge acquisition and entrepreneurship motivation

Syam et al. (2018) have investigated in their study that how entrepreneurship competencies and knowledge acquisition affect entrepreneurship motivation among university students in Indonesia. With the help of quantitative research methods, the study finds that entrepreneurship competencies and knowledge acquisition correlate with entrepreneurship motivation. It acts as a primary attribute that induces the students to become entrepreneurs. Also, entrepreneurship competencies and knowledge have a statistical impact of 30%. However, entrepreneurship knowledge does not affect entrepreneurship motivation.

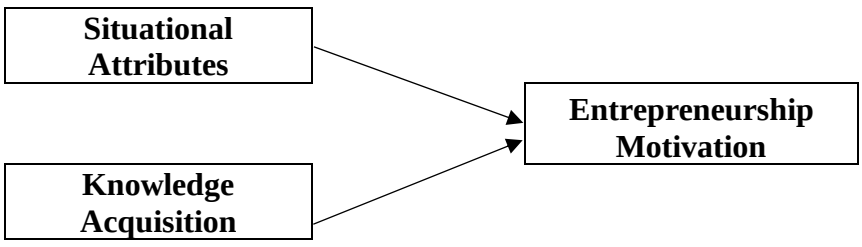
Li and Wu (2019) discuss the inherent correlation between entrepreneurship education with entrepreneurship intention. To assess the attributes, the study utilized social cognitive and self-regulation theory. The theory proposed the model, having a mediated variable as entrepreneurship self-efficacy and passion, entrepreneurship education as independent variables, and entrepreneurship intention as dependent variables. The study finds that self-efficacy and passion partially and fully mediate the association between entrepreneurship education and intention. Also, the role of moderating team cooperation influences entrepreneurship education and intention. From the study, the researcher observes a relationship between entrepreneurship education and intention. The study's primary advantage is that it is well synchronized with theory and attributes, which effectively reveal the outcome. However, the author concentrates more on theory and attributes fails to integrate the outcome with other studies.

Israr and Saleem (2018) have represented how elements support enriching entrepreneurship motivation among students in Italy. The study uses various attributes like educational background,

experience, age, gender, prior business experience, family background, entrepreneurship education, inherent personality, finance, and dependency on external support as independent and dependent variables. The findings of the study show that gender, family background, entrepreneurship education, and personality traits like extraversion, agreeableness, and openness have a positive association with entrepreneurship motivation. Mahendra et al. (2017) have represented the role of entrepreneurship motivation among college students in Malang. The study has an independent variable of entrepreneurship education where entrepreneurship motivation and attitude are mediating variables, and entrepreneurship intention is dependent. The findings of the study show that entrepreneurship education has a statistical impact on entrepreneurship motivation. Also, student's contributions to entrepreneurship education enhance motivation and attitude to establish a new Malang business. Marniati and Witcjaksono (2020) have pointed out that entrepreneurship classes learning outcomes affect entrepreneurship motivation. With the help of quantitative research methods, the study finds that entrepreneurship classes have a statistical effect on entrepreneurship motivations. Thus, it concludes that entrepreneurship curriculum has an effect on learning outcomes, and it influences entrepreneurship motivation.

1.5 Conceptual framework

The present study considers situational attributes and knowledge acquisition as independent variables and entrepreneurship motivation as the dependent variable. The situational attributes include university, institution name, status of institution, type of course, degree and the length of entrepreneurship course. The study gets consistent support from (Ashgar 2017) to identify the situational attributes. The theoretical model on which the research study is based revolves around situational attributes, knowledge acquisition, and entrepreneurship motivation.



In the study, elements like university, institution name, the status of the institution, the length of the course, the specific type of course, and degree level are the main situational attributes that have

the potential to influence entrepreneurship motivation among university students in India. Researcher Kalyani has argued in her research study that the entrepreneurship programs that are designed along with appropriate pedagogy can act as important situational attributes and influence the motivation of learners to join the path of entrepreneurship (Kumar & Kalyani, 2011). Researchers like Atienza-Sahuquillo (2012), Saif and Ghania (2020) have examined situational attributes while investigating the entrepreneurship landscape to understand its role to mould motivation among potential entrepreneurs. For instance, Barba-Sanchez has argued in his study that the factors that exist in the environment could play a cardinal role to encourage or discourage a person from becoming a future entrepreneur (Barba-Sánchez & Atienza-Sahuquillo, 2012). It has been identified that certain universities and educational institutions that include courses on business start-ups might not suffice to drive young learners towards entrepreneurship. The inclusion of essential subjects relating to entrepreneurship education is vital to extend integrated support to individuals so that they have a solid foundation to thrive and sustain in the dynamic and unpredictable domain of entrepreneurship.

Knowledge acquisition is another important variable that has been incorporated into the theoretical framework of the research study. It fundamentally encompasses a diverse range of knowledge elements including cognitive knowledge, skill-based, and affective knowledge. Each of these elements, play a distinctive role to influence a person in the context of entrepreneurship. According to author Erzetic (2008), knowledge acquisition and learning are integral elements that can influence individuals to transform into successful and effective entrepreneurs. Learning involves acquiring, distributing, and interpreting information (Erzetic, 2008). Numerous researchers have stated that knowledge is an indispensable factor in encouraging individuals to think out of the box and showcase their creativity in a practical setting. For example, Researchers Bojica & Fuentes (2012) has argued that when individuals acquire new knowledge and skills, they get empowered to make new discoveries and exploit new and emerging opportunities that come in their way (Bojica & Fuentes, 2012). In the research study, both situational attributes, as well as knowledge acquisition have been identified as the chief independent variables. The objective is to ascertain how these elements come into play in the vast domain of entrepreneurship and whether they influence entrepreneurship motivation among university students in India. The designed theoretical model helps address the research question and identify how young university learners in India can be motivated to join the path of entrepreneurship.

2. RESEARCH METHODOLOGY

The chapter focuses on assessing the methods and methodologies adopted by the research. It mentions each research component like population, sample, sampling techniques, data validation, reliability, and validity. Finally, the chapter presents the ethical consideration on how the researcher overcome the issues present in the research. For conducting the study, a quantitative research method has been used. It refers to a systematic investigation procedure in which measurable or quantifiable data are captured, and statistical evaluations are performed to gain insight into the subject. The quantitative method was chosen to get an objective insight into the entrepreneurship motivation research topic. The specific method has helped to collect and analyse concrete details on how situational attributes and knowledge acquisition influence entrepreneurship motivation among university students in India.

2.1 Research design

Research design is a structure of a plan, and it directs the researcher on how to execute the detailed research (Atmowardoyo 2018). In this study, descriptive research design has been adopted as the best method to exhibit the existing phenomena accurately. Descriptive research design is a useful quantitative research method that involves collecting the collection of quantifiable data for performing statistical analysis. The specific research design has been selected for the study to describe how situational attributes and knowledge acquisition impact entrepreneurship motivation methodically and accurately in university students in India. Similarly, entrepreneurship course has been included in student's curriculum. The situational attributes and knowledge acquisition are the chief factors that have been analyzed and researched to uncover how they influence students about entrepreneurship and entrepreneurship education. The present study evaluates whether this can enrich motivation amongst students. The essential prerequisite for research design in this thesis for entrepreneurship course include questionnaires. The benefits of using a questionnaire as a research tool include the ability to collect actionable data, practical and feasible methods, and maintenance of anonymity of the research participants. In this study, the researcher plans to adopt a questionnaire as aresearch instrument to evaluate the motivation among university students in

India.

2.2 Population

The population represents a wide variety of members, representing the subject's specific criteria. The study has a population as the students who are studying graduation in India. The sample is of picking out the small data from the broad population. Thus, the samples are students studying UG and PG students, Professional degrees, and other entrepreneurship-centric diploma course students at Delhi university and a private university, hence included learners in first-year, second-year, third-year, four-year and even those who were pursuing integrated course. The research study by Hassan et al. (2020) is the primary motivation for choosing a diverse sample involving students from varying educational backgrounds. The research is conducted to address a key limitation in Hassan's research relating to the inclusion of students only from the business and management background.

2.3 Sampling

Sampling is an essential tool in research because it exhibits the process of picking out a statistically representative sample from a vast population (Kamangar, Islami 2013). To determine the sound samples, it is essential to statistically represent the sample, which is wide enough to answer the research questions. The researcher determines the samples based on a population of interest, significance level. To statistically derive samples, it is crucial to follow sampling strategies of probability sampling and non-probability sampling. In probability sampling, the researcher can evaluate bias and error, whereas it is quite complex to do so in non-probability sampling (Spriha 2018). Probability sampling gives the samples equal importance, whereas samples are acquired on non-randomized methods. The researcher has applied probability sampling for this study, and the samples were derived from random sampling techniques. Such techniques are also seen in a recent report in the literature (Syam *et al.* 2018 Iffan 2018). The researcher has assigned the number to the students and draws out the students' members from the students' list. A total of 75 learners who acquire entrepreneurship courses in their course curriculum at Delhi university and a private university participated in the research study, of them 15 did not properly answered. They are sufficient to conclude the study.

2.4 Data collection methods

Data collection is evident as an essential component of research. It is the process to gather, measure, and establish a systematic fashion, enabling the respondents to answer a question, fix a hypothesis, and derive an outcome (Bourenkov, Popov 2006). Quantitative and qualitative are two types of data, of which quantitative data have been considered. The primary reason for picking out quantitative data is that it can explain similarities and unexpected differences present in respondent's opinions. To classify the data more precisely, the researcher relies more on primary data. Because it has the potential of reliability and accuracy in them, it influences the researcher to utilize primary data, and the sources of primary data are questionnaires (Li, Wu 2019 Mahendra *et al.* 2017 Syam *et al.* 2018 Iffan 2018). A fuller discussion of the questionnaire is presented in the subsequent subsection.

2.5 Questionnaire

Questionnaire act as the backbone of this research. Also, the success of research relies on designing the questionnaire (Roopa, Rani 2012). It should be in a standardized form, and hence the data are internally consistent and coherent for further analysis. Similarly, the study has presented the questionnaire in four sections. The first section has the questions on the profile of respondents.

Consequently, the second section has questions on the situational attributes of the respondents. It includes university, institution name, the status of institution, type of course, degree and length of entrepreneurship course. The following section has questions of entrepreneurship motivation, and the assessment of questions is based on a seven-point Likert scale. Finally, the knowledge acquisition sections include cognitive, skill-based, and affective knowledge questions. All the knowledge acquisition questions are framed with a seven- point Likert scale that strongly disagree (1) to strongly agree (7). The study utilizes constructs concerning knowledge acquisition from (Nabi et al. 2018 Kozlinska et al. 2020), cognitive knowledge (Fisher et al. 2008 Bacigalupo et al. 2016), affective knowledge (Krueger et al. 2000), and skill-based knowledge (Fisher et al. 2008). Consequently, the study gets consistent support from (Ashgar 2017) to identify the situational attributes. Moreover, entrepreneurship motivation constructs acquired through the studies of Islam (2012) and Ojiaku et al. (2018). The questionnaire has been categorized into different sections for

clarity and conciseness. Each of the sections, including participant profile, situational attributes, entrepreneurship motivation and knowledge acquisition, are interlinked because they help to establish a link between the identified research variables. The questions that have been incorporated into the situational attributes section relate to university, institution name, status of institution, type of course, degree and length of entrepreneurship course. Elements like financial independence, interest in market opportunities, management skills, and passion for entrepreneurship have been incorporated in the questionnaire relating to entrepreneurship motivation. The knowledge acquisition section of the questionnaire has been further divided into cognitive knowledge component, skill-based knowledge, and affective knowledge. High emphasis has been given to the designing aspects of the questionnaire so that it is simple and easy for the participants to answer the questions.

2.6 Reliability and validity

The researcher measures the reliability of questions through Cronbach's alpha. It provides an outcome that the value is 0.840, which assesses the constructs of 24 items. It excludes the profile of respondents. Assessing the Likert scale questions provides a higher internal consistency of constructs. Hence, the value portrays that the constructs adequately evaluate entrepreneurship motivation among students. Concerning validity portrays how well one can trust the results interpreted for a specific purpose (Cook, Beckman 2006). The study measures the validity of constructs using the Cohen Kappa coefficient. The researcher gets assistance from experts, assesses the expert's opinion through the kappa coefficient. It provides an outcome that situational attributes, knowledge variables and entrepreneurship motivation have secured values ranging between 0.8 and 0.9. The values indicate a perfect agreement, and hence the researcher evaluates the constructs through a questionnaire.

2.7 Techniques

The study has used statistical tools like percentage analysis, descriptive statistics, correlation, regression, independent sample t-test, and one-way ANOVA. Profile of students and situational attributes assessed through percentage analysis. This technique has helped to identify how many participants have given answers. Based on the percentage analysis, the outcome can be represented

in a table. The study has a variable that has been assessed through the Likert scale. Researchers use a unidimensional scale to gather the respondent's attitudes and opinions. Knowledge acquisition and entrepreneurship motivation can be evaluated with the help of descriptive statistics.

Descriptive statistics can be defined as a summary statistic that describes qualitative features from a collection of data and information. Mean, and standard deviation have been applied to know the average value for the variables. Applying the standard deviation concept has helped measure the difference or variance between a set of variables—accuracy of variables measured through standard deviation. The correlation statistical analysis technique has also been deployed in the research study to find the extent to which different variables share a statistical relationship between them. Correlation has been applied to determine the association between the dependent and independent variables. Subsequently, regression is used to investigate situational attributes and knowledge acquisition effects on entrepreneurship motivation. The regression statistical measurement is of paramount importance in the research context as it helps to ascertain the strength of the relationship between one dependent variable and a set of other variables.

An independent sample t-test has been used to compare the status of the institution for entrepreneurship motivation to determine the differences between them. This technique helps to compare the means of two independent groups for determining whether there is statistical evidence or not, showing that the associated population means are significantly diverse. The same test was applied for university types to determine whether there were any differences among the groups. ANOVA is a collection of statistical models that helps to evaluate the difference among averages or means. One way ANOVA is applied is to check whether there exist any differences among entrepreneurship courses.

2.8 Ethical considerations

At any step of research, including planning, collection of data or report analysis or visualization, ethical consideration might prompt (Saunders et al 2007). The researchers have framed the questionnaire not to harm the respondents either emotionally or physically. Moreover, assurance extends to protecting the respondent's name by avoiding asking questions in the questionnaire. The respondents' identity is truly unknown to the researcher in this study. Also, the respondent's opinion is kept confidential, and it is collected only for research (Ducato 2020).

3. RESULTS

The present section provides the detailed information on addressing the outcome through statistical tools. Statistical tools like percentage analysis, descriptive statistics, correlation, regression, and independent sample t-test are used. Percentage analysis uses to assess the demographic profile of respondents. The study has a variable like situational attributes, knowledge acquisition and entrepreneurship motivation. All the variables are measured using descriptive statistics that includes mean and standard deviation. With the help of standard deviation, the study measures the accuracy of variables.

Correlation uses to determine the association between situational attributes, knowledge acquisition and entrepreneurship motivation. Further, regression analysis adopts to find out the impact of situational attributes, and knowledge acquisition on entrepreneurship motivation. Finally, independent sample t-test is used to determine whether there exists any significant difference of attributes on universities. A detailed analysis of all the tools used in the study are described below.

3.1 Interpretation of demographic profile

The demographic profile of the participants is comprised of age, gender, and level of education. Starting with, Age that is sub-classified into 18 to 25 years, 25 to 32 years, 32 to 38 years and above 38 years. Followed by level of education that is sub-classified into graduates, postgraduates, professional degree, and others.

Table 1. Demographic profile of the participants

Particulars		Frequency	Percent
Age	18 to 25 years	19	31.67
	25 to 32 years	8	13.33
	32 to 38 years	18	30.00
	Above 38 years	15	25.00
	Total	60	100.00
Gender	male	33	55.00

	female	27	45.00
	Total	60	100.00
Level of education	graduates	21	35.00
	postgraduates	18	30.00
	professional degree	14	23.33
	others	7	11.67
	Total	60	100.00

Source: Author's calculations

The table above shows the distribution of age of the research study participants. Most of the participants, i.e., 19 respondents, belonged to the 18 - 25 years of age category, while eighteen respondents belonged to the age group of 32 - 38 years, whereas fifteen respondents were over 38 years of age. Eight respondents belong to the age range of 25 – 32 years. Thus, it can be concluded that most respondents who participated in this survey belong to the age category of 18 - 25 years. Both men and women participated in the research study relating to entrepreneurship motivation. Out of 60 respondents, 33 were male, i.e., 55% participated in the research study compared to 27 who were female, i.e., 45% who took part in this study.

The level of education of the research study participants can be summarized as 35 % of the respondents who have participated are graduates. 30 % of the respondents are postgraduates. 23 % of the respondents have attained professional degrees. Approximately 12 % of the respondents belonged to the 'others' category. It is visible that most respondents of the study are graduates.

3.2 Interpretation of the primary data

The study uses the statement to determine entrepreneurship motivation. The measures used in the entrepreneurship motivation like to be my boss, job excitement, challenging self, take advantage of my creative talents, earn more money, utilizing market prospects, maintain a family tradition, improve the status, admire, job requirement, protecting job and source of revenue with Likert scale. Entrepreneurship motivation has an average value that may vary from 4.5 to 6.1. Hence, it concludes that the highest average value in the statement "I would like to be my boss" is 6.08, and the lowest mean value indicates the statement is "I have an exciting job" is 4.55. Besides, the standard deviation represents the statement accuracy. The highest standard deviation in the "I have an exciting job" statement is 2.09. It suggests a low precision. The least standard deviation representing the statement "I would like to be my boss" is 1.32, which is highly accurate.

Therefore, it can be interpreted that most respondents agreed and said, "would like to be my boss." for entrepreneurship motivation.

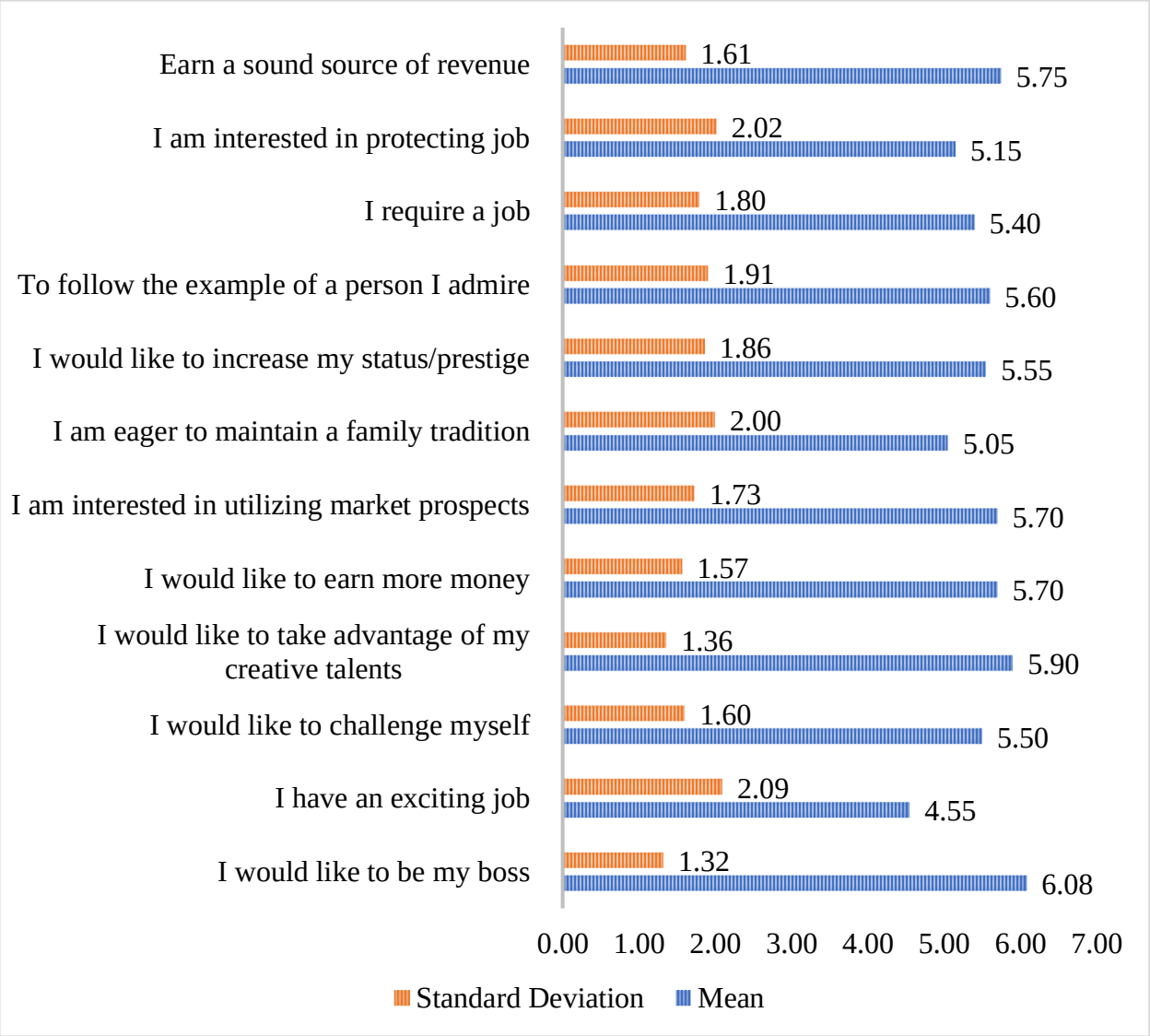


Figure 1. Participant's response across 12 questions of entrepreneurship motivation, measured in mean and standard deviation
Source: Author's calculations

In the study, the cognitive knowledge constructs like knowing about business modelling, evaluating business prospects, directing team management and entrepreneurship education guide to know the entrepreneurship process. The average value of cognitive knowledge has a range of 6 to 6.3. However, the highest mean value in the statement of "entrepreneurship education helps to know business modelling" and "it directs team management" is 6.30. Between the two statements, "it directs team management" has a standard deviation of 1.05, meaning a high precision. In contrast, the highest standard deviation for "entrepreneurship education guide to know the

entrepreneurship process" is 1.23, most miniature precision across the four statements. From the above, it can be determined that while responding to cognitive knowledge statements, most respondents agreed and said that entrepreneurship education does help to know business modelling and directs team management.

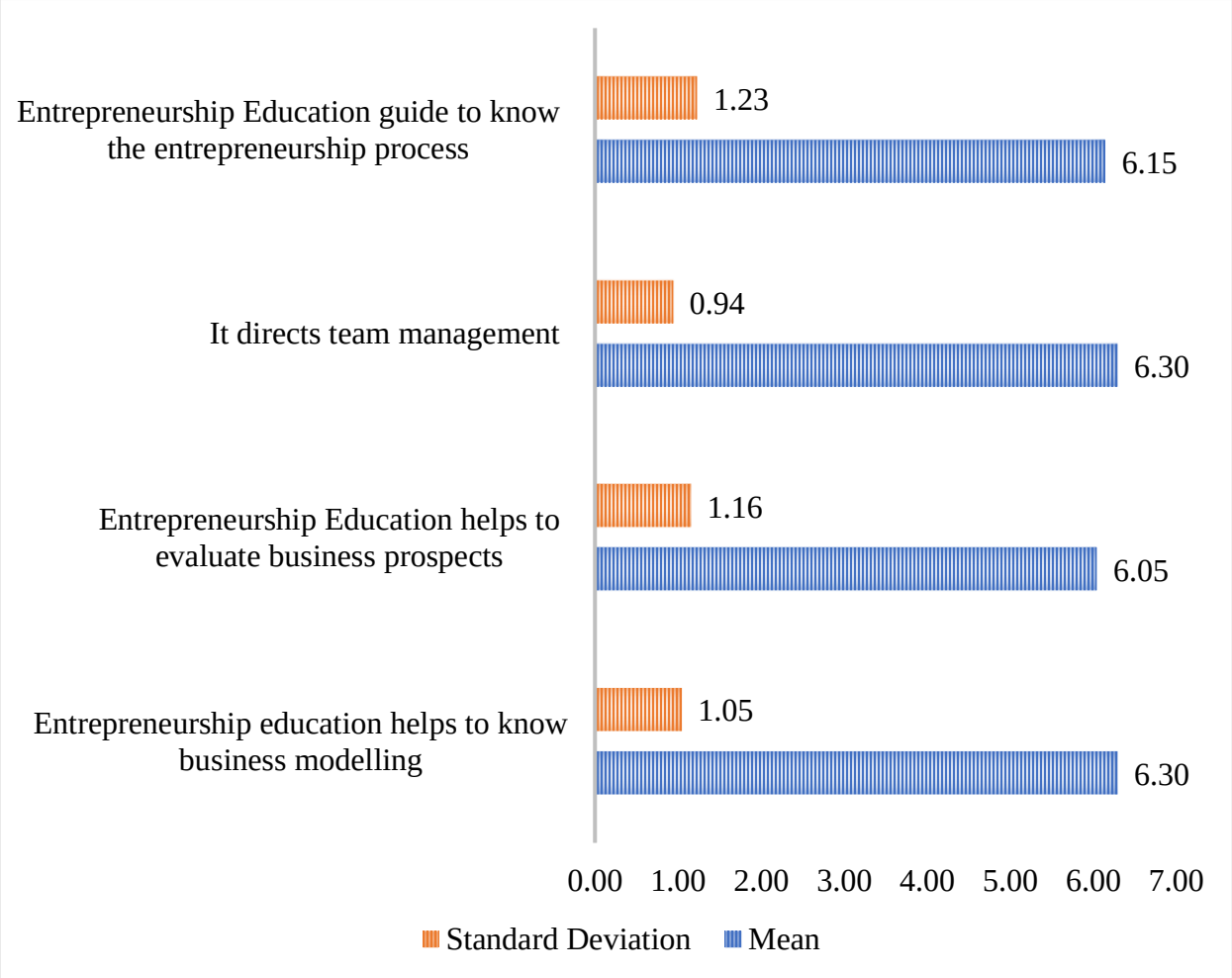


Figure 2. Participant's response across 4 questions of cognitive knowledge, measured in mean and standard deviation
Source: Author's calculations

The construct for skill-based knowledge includes leading a team, organizing and controlling ongoing projects, negotiating deals, and entrepreneurship education helps solve creative business problems. The average value of skill-based knowledge has a range of 5.5 to 6.3. The highest mean value in the statement "lead a team" is 6.32, and the lowest is "entrepreneurship education helps solve creative business problems", which is 5.55. The least standard deviation across four statements is for the statement "lead a team" is 1.51 that has high accuracy. The remaining three statements, "entrepreneurship education helps to solve creative business problems", "it helps to

organize and control ongoing projects", and "it directs to know negotiate deals", have a standard deviation of 2.4, 2.32 and 2.23 respectively, meaning the former has low precision. Based on these findings, it is visible that most participants strongly agreed with leading a team whilst relating to skill-based knowledge.

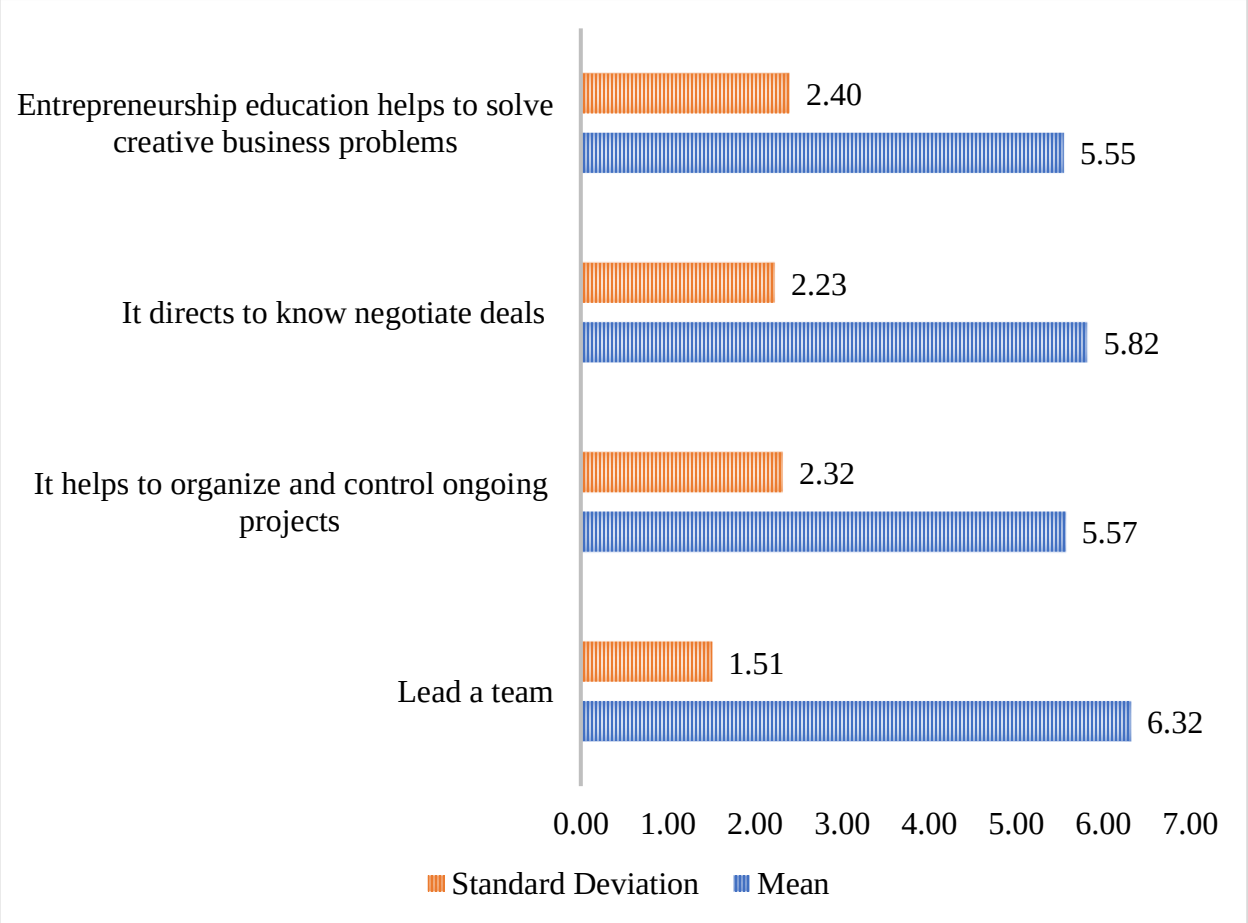


Figure 3. Participant's response across 4 questions of skill-based knowledge, measured in mean and standard deviation
Source: Author's calculations

The construct for affective knowledge includes desirability, passion, self-efficacy, and career proclivity. The average value of affective knowledge has a range of 2.7 to 3.07. The highest mean value in the statement "self-efficacy" is 2.75, and the lowest for the statement "desirability" is 2.70, while career proclivity and passion have a mean value of 2.75 and 2.80, respectively. However, the least standard deviation within the affective knowledge is 1.83 for 'career proclivity', meaning it has high accuracy, whereas a standard deviation of 2.07 for desirability, the highest across the construct, suggests a low precision. Most of the 60 participants believed in self-efficacy over the desirability and other statements.

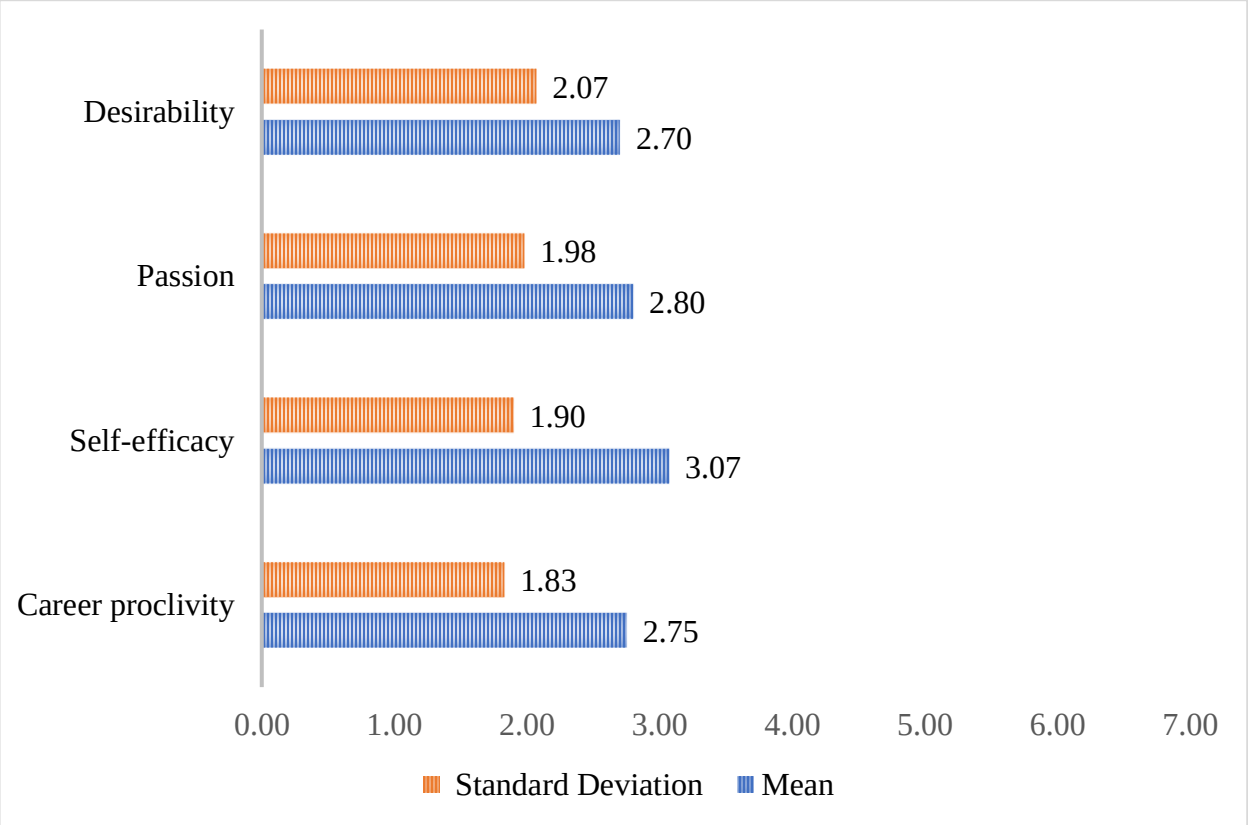


Figure 4. Participant's response across 4 questions of affective knowledge, measured in mean and standard deviation
Source: Author's calculations

The situational attributes include university, institute name, the status of the institution, type of course, degree and length of entrepreneurship course. University is classified into public and private. In the study of the 60 participants, 32 respondents were from a private university, and the remaining 28 were from Delhi university, a public university. Hence, 53.33% of those who participated were from a private university, whereas a little over 46.67% were from a public university.

Therefore, 28 respondents who participated in the study were from a university, has the institution's status as NAAC, i.e., National Assessment and Accreditation Council. The other 32 respondents who participated were from a university that has a status as an institution of eminence. Of the 60 participants, 17 were pursuing an undergraduate course, and the same participation was observed from the respondents pursuing an engineering course. Whereas the remaining 26 respondents were either pursuing professional or postgraduate courses. As much as 40% of the participants studied either entrepreneurship course of 12 months to 24 months or 24 months to 36 months. However, 60%of the respondents studied entrepreneurship courses of 12 months or less, a detailed

observation reflects those 13 participants studied 0 to 3 months, while nine respondents studied entrepreneurship courses of 3 months to 6 months and the remaining studied entrepreneurship course of 6 months to 12 months.

Table 2. Situational attributes

Particulars		Frequency	Percent
University	public	32	53.33
	private	28	46.67
	Total	60	100.00
Status of institution	institute of eminence	32	53.33
	NAAC	28	46.67
	Total	60	100.00
Type of course	professional	14	23.33
	postgraduate	12	20.00
	undergraduate	17	28.33
	engineering	17	28.33
	Total	60	100.00
Length of entrepreneurship course	0 to 3 months	13	21.67
	3 months to 6 months	9	15.00
	6 months to 12 months	14	23.33
	12 months to 24 months	10	16.67
	24 months to 36 months	14	23.33
	Total	60	100.00

Source: Author's calculations

3.3 Analyzing situational attributes, knowledge acquisition relationship with entrepreneurship motivation

In the research, correlation is used to analyze the relationship between situational attributes, knowledge acquisition and entrepreneurship. A correlation is used to measure the strength of the relationship between two variables. If the correlation value is greater than zero, it reflects a positive relationship, while a value less than zero signifies a negative relationship. A value of zero means there is no relationship between the two variables. The closer the correlation value is to +1, the stronger the relationship. On the other hand, the farthest the value of correlation from +1, the weaker the relationship. The Table 3. shows the value of correlation between the independent variables, situational attributes, knowledge acquisition with a dependent variable, entrepreneurship motivation. The relationship between knowledge acquisition and entrepreneurship motivation is .44, meaning the association is positive and moderate. Instead, the correlation value between

situational attributes, and entrepreneurship motivation is .17. Hence, based on these findings, it is visible that the first research question, "what is the relationship between situational attributes and entrepreneurship motivation among university students in India?" suggests a weak relationship between the two variables.

Table 3. Relationship between situational attributes, knowledge acquisition and entrepreneurship motivation.

	Entrepreneurship Motivation	Situational Attributes	Knowledge Acquisition
Entrepreneurship Motivation	1		
Situational Attributes	0.17	1	
Knowledge Acquisition	0.44	0.17	1

Source: Author's calculations

As the relationship between knowledge acquisition and entrepreneurship motivation is positive and moderate. Comprehending the relationship, the three knowledge acquisition elements, cognitive knowledge, skill-based knowledge, and affective knowledge, are examined for a relationship with entrepreneurship motivation. It can be observed that skill-based knowledge has a positive and stronger association with entrepreneurship motivation as the correlation value is .63. Bojica & Fuentes (2012) argued that when individuals acquire new knowledge and skills, they get empowered to make discoveries and exploit new and emerging opportunities that come in their way (Bojica & Fuentes, 2012). Cognitive knowledge has a positive but moderate association with entrepreneurship motivation as the correlation value is .34. While affective knowledge has no relationship with entrepreneurship motivation as the correlation value is -.10.

Table 4. Relationship between knowledge attributes elements and entrepreneurship motivation

	Entrepreneurship Motivation	Cognitive Knowledge	Skill-Based Knowledge	Affective Knowledge
Entrepreneurship Motivation	1			
Cognitive Knowledge	0.34	1		
Skill-Based Knowledge	0.63	0.20	1	

Affective Knowledge	-0.10	-0.23	0.15	1

Source: Author's calculation

3.4 Impact of knowledge acquisition and situational attributes on entrepreneur motivation

Correlation is only a measure to test the relationship between two variables. However, linear regression helps find the extent to which independent and dependent variables are related. In other words, how a relationship can be quantified. While calculating correlation, if r is '<' negative critical value or r is '>' positive critical value, then r is significant. Based on the correlation analysis, the correlation coefficient value (r) mainly focuses on the independent variables, namely situational attributes, and knowledge acquisition in the context of entrepreneurship motivation. The 'r' values presented in the Table 5. showcase the correlation coefficient relating to situational factors and knowledge acquisition. The Table 5. presented below shows a poor correlation between the independent variable situational attributes and the dependent variable entrepreneurship motivation. The r value of situational attributes and knowledge acquisition stand at 0.06, and 0.23 respectively. As the correlation coefficient of the knowledge acquisition is higher and the significance is .001, it can be inferred that it has a stronger link with the dependent variable. On the other hand, the r value of situational attributes highlights that the independent variable has little or weaker association with the dependent variable. The author also created a scatter plot to reflect a linear relationship between knowledge acquisition and entrepreneurship motivation.

Table 5. Effect of situational attributes, knowledge acquisition on entrepreneurship motivation

Particulars	r	sig
Situational attributes	.06	.249
Knowledge acquisition	.23	.001

Source: Author's calculations

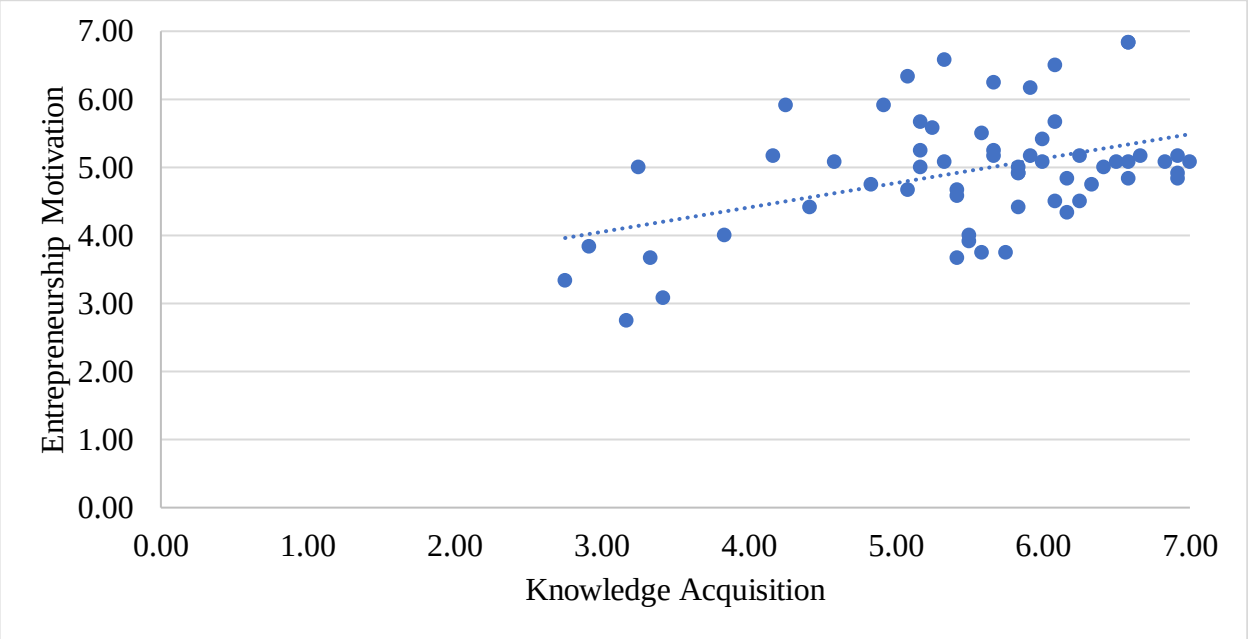


Figure 5. Scatter plot between entrepreneurship motivation and knowledge acquisition
Source: Author's calculations

The Table 6. presented below focuses on the effect of cognitive knowledge, skill-based knowledge, and affective knowledge on entrepreneurship motivation. The regression evaluation has been carried out to address the second research question relating to the impact of knowledge acquisition on entrepreneurship motivation among university students in India. The r value also known as correlation coefficient measures the closeness of association. The value of r is 0.36, which implies that cognitive knowledge has a considerable relationship with entrepreneurship motivation, and its strength is also positive. Skill-based knowledge is evaluated to understand its impact on entrepreneurship motivation. Based on the statistical computation, r is 0.59 and the significance is .000, it implies a significant association between skill-based knowledge and entrepreneurship motivation. From the positive strength of the cognitive and skill-based knowledge, it can be inferred that the skills that young learners from universities in India possess, such as team leadership, organizing projects, negotiation deal solving creative business problems and communication, play an integral role in motivating them to join the path of entrepreneurship. For affective knowledge, the r value -0.19. As the r value is not close to + 1 or – 1, there is no significant relationship between affective knowledge and entrepreneurship motivation. So, it can be concluded that the affective knowledge aspects such as emotions and feelings play a negligible role to motivate university students in India to become future entrepreneurs. From these findings, it can be concluded that skill-based knowledge has a significant and positive relationship with entrepreneurship motivation whereas cognitive knowledge has moderate effect. On the other hand,

affective knowledge is not related to entrepreneurship motivation.

Table 6. Measuring Effect of cognitive knowledge, skill-based knowledge, and affective knowledge on entrepreneurship motivation

Particulars	r	sig
Cognitive knowledge	.36	.004
Skill based knowledge	.59	.000
Affective knowledge	-.19	.130

Source: Author's calculations

Several situational attributes have been identified in Table 6., and their correlation with entrepreneurship motivation has been examined. The objective is to get an in-depth insight into the exact role of these elements in the entrepreneurship motivation context. The first attribute within situational attributes that has been examined is university. The value of r is .16, and the significance is .21, indicating no significant relationship between university and entrepreneurship motivation. The institution name is the second attribute, and the value of r is 0.09, and the significance is relatively high at .45. It implies no significant relationship between this situational attribute and entrepreneurship motivation. The status of the institution is the third attribute, and the value of r 0.32, and the significance is relatively high at .96. It implies no significant relationship between the status of the institution and entrepreneurship motivation. The type of course is the following situational attribute that is examined. The value of r is 0.09, and the significance is .47. It indicates that even though its influence is better than the previously evaluated attribute, i.e., institution status, there is no significant link between the type of course and entrepreneurship motivation. Degree as situational attributes has a value of r is .32, and the significance is .12. It has the same influence as the institution's status, but the significance is relatively less than the other attribute however, there is no significant relationship based on the findings. The final situational variable whose correlation has been found with entrepreneurship motivation is the length of the entrepreneurship course. The r value is 0.09, which implies no significant relationship between the course length and motivation of university students in India to become future entrepreneurs. Based on the computation relating to diverse situational attributes,

there is no impact on entrepreneurship motivation.

Table 6. Measuring effect of situational attributes on entrepreneurship motivation

Particulars	r	sig
University	.16	.21
Institution name	.09	.45
Status of institution	.32	.96
Type of course	.09	.47
Degree	.32	.12
Length of entrepreneurship course	.09	.49

Source: Author's calculations

3.5 Macro-level Analysis

An independent sample t-test has been performed to investigate the difference in mean of entrepreneurship motivation based on the university of the learners. The statements that have been taken into consideration comprise of would like to be my own boss, have an exciting job, would like to challenge myself, take advantage of creative talents, desire to earn more money, utilize market prospects, family tradition, increase status/prestige, requiring a job and protecting it, and making a source of revenue.

A private university secures less mean of 5.97 compared to that of a public university which is 6.21. However, the significance value is .47 and .30 for private and public university, respectively. It can be determined from these findings that there exists no significant difference as it is higher than the 5% level of significance. On the contrary, the private university also has a high standard deviation, i.e., meaning low precision. The following statement reflects that learner at a private university consider excitement for the job, as the mean is 4.81, the t-value is 1.03 over learners at

public university. The significance is higher than 5%. Meanwhile, the standard deviation for a private university is nearly half of that of a public university, meaning a high accuracy. The other statement, 'interested in protecting job', draws a comparison that learners studying in a public university are interested in protecting their job with a mean of 5.54, with the difference between mean is 1.33. The statement 'eager to maintain a family tradition' has a p-value of 0.5 with the mean of the public university, is 5.57 in comparison to 4.59, the mean of the learners at private university. Risk-taking nature to the statement 'would like to challenge myself' where learners at both private and public university have a slight mean difference. However, the significance is >5%, implying no significant difference in risk-taker among public and private universities.

Table 7. Test the difference in entrepreneurship motivation based on universities

Particulars	University	Mean	Std. deviation	t	Sig
I would like to be my boss	private	5.97	1.51	-.71	.47
	public	6.21	1.06		
I have an exciting job	private	4.81	2.16	1.03	.30
	public	4.25	4.25		
I would like to challenge myself	private	5.72	1.52	1.13	.26
	public	5.25	1.66		
I would like to take advantage of my creative talents	private	6.06	1.39	.98	.32
	public	5.71	1.32		
I would like to earn more money	private	5.81	1.71	.59	.55
	public	5.57	1.39		
I am interested in utilizing market prospects	private	5.69	1.95	-.05	.95
	public	5.71	1.46		
I am eager to maintain a family tradition	private	4.59	2.34	-2.03	.05
	public	5.57	1.37		
I would like to increase my status/prestige	private	5.25	2.28	-1.3	.16
	public	5.89	1.16		
To follow the example of a person I admire	private	5.28	2.23	-1.46	.15
	public	5.96	1.03		
I require a job	private	5.13	2.18	-1.32	.19
	public	5.71	1.18		
I am interested	private	4.81	2.37	-1.44	.15

in protecting job	public	5.54	1.45		
Earn a sound source of revenue	private	5.66	1.87	-.47	.63
	public	5.86	1.26		

Source: Author's calculations

In Table 8., the status of the institution is examined and its impact on entrepreneurship motivation. For institute with status accredited by NAAC or institute of eminence has a significance value of .61, which is >5%, it can be concluded that there is no significant difference in utilizing market prospects. Whereas learners at an institute accredited by NAAC or is an institute of eminence receives support as the significance value is >5% for a statement where learners would like to be their own boss. In the statement, the mean for university having the status of institute of eminence has a high mean of 6.54. Furthermore, a low standard deviation means high precision. The learners' response to increasing status/prestige is shown no statically significant difference along with following a person they admire for entrepreneurship motivation. The significance for both the is statements >5% whereas other constructs also reflect no significant difference for 'have an exciting job', 'interested in protecting job', 'would like to earn more money' to name a few. The learners at an institute with either status, i.e., NAAC or institute of eminence, have nearly the same inclination but the significance value of .52, hence concluding with a support for no significant difference.

Table 8. Test the difference in entrepreneurship motivation based on status of institution

Particulars	Status of institution	Mean	Std. deviation	t	Sig
I would like to be my boss	NAAC	5.69	1.59	-2.72	.50
	institute of eminence	6.54	.69		
0I have an exciting job	NAAC	4.09	1.95	-1.84	.60
	institute of eminence	5.07	2.15		
I would like to challenge myself	NAAC	5.38	1.51	-.64	.52
	institute of eminence	5.64	1.70		
I would like to take advantage of my creative talents	NAAC	5.72	1.44	-1.10	.27
	institute of eminence	6.11	1.25		

I would like to earn more money	NAAC	5.59	1.60	-.55	.57
	institute of eminence	5.82	1.54		
I am interested in utilizing market prospects	NAAC	5.59	2.03	-.50	.61
	institute of eminence	5.82	1.33		
I am eager to maintain a family tradition	NAAC	4.59	2.24	-1.98	.55
	institute of eminence	5.57	1.55		
I would like to increase my status/prestige	NAAC	5.00	2.22	-2.66	.41
	institute of eminence	6.18	1.09		
To follow the example of a person I admire	NAAC	5.03	2.32	-2.71	.31
	institute of eminence	6.25	.96		
I require a job	NAAC	5.00	2.14	-1.95	.45
	institute of eminence	5.86	1.17		
I am interested in protecting job	NAAC	4.94	2.25	-.87	.38
	institute of eminence	5.39	1.70		
Earn a sound source of revenue	NAAC	5.50	1.86	-1.32	.29
	institute of eminence	6.04	1.23		

Source: Author's calculations

To further examine if the difference in mean of entrepreneurship motivation based on length entrepreneurship course, basically understanding if one is prevalent over the other group. The reason author carried out One-way Anova was to test whether the attribute 'length of entrepreneurship course' that add up to situational attributes indicate difference towards entrepreneurship motivation. It can be inferred that for across all the statements, in Table 9. The Levene statistic obtained a mean value of .835(>.05), an equal variance was assumed across the variable, and One-factor Anova was met. To measure the differences individually between the groups, the test indicated that the mean score in the statement 'would like to be my boss' for learners having a length of entrepreneurship course 0 to 3 months (M=6.11, SD=.92) was significantly different from learners pursuing entrepreneurship course of 3 to 6 months (M=6.11, SD=1.26).

The learners enrolled for 6 to 12 months (M=6.21, SD=1.52) is significantly different from those in the entrepreneur course for 12 to 24 months (M=6.67, SD=.51) and those in the course from 24 months to 36 months (M=6.18, SD=1.53). Hence, we can conclude there is no significant difference as the p-value is .33(>.05) in the mean of the statement 'would like to be my own boss' across the length of the entrepreneurship course.

The Levene statistic obtained a mean value of .893(>.05), an equal variance was assumed across the variable, and One-factor Anova was met. To delve into measure the differences individually between the groups, the test indicated that the mean score in the statement 'have an exciting job' for learners having a length of entrepreneurship course 0 to 3 months (M=4.11, SD=2.36) was significantly different from learners pursuing entrepreneurship course of 3 to 6 months (M=3.78, SD=1.71). The learners enrolled for 6 to 12 months (M=4.43, SD=2.27) is significantly different from those in the entrepreneur course for 12 to 24 months (M=3.67, SD=2.42) and those in the course from 24 months to 36 months (M=5.18, SD=1.99). Hence, we can conclude there is no significant difference as the p-value is .56(>.05) in the mean of the statement 'have an exciting job' across the length of the entrepreneurship course.

The Levene statistic obtained a mean value of .905(>.05), an equal variance was assumed across the variable, and One-factor Anova was met. To measure the differences individually between the groups, the test indicated that the mean score in the statement 'like to challenge myself' for learners having a length of entrepreneurship course 0 to 3 months (M=5.33, SD=1.58) was significantly different from learners pursuing entrepreneurship course of 3 to 6 months (M=5.00, SD=1.32). The learners enrolled for 6 to 12 months (M=5.93, SD=1.59) is significantly different from those in the entrepreneur course for 12 to 24 months (M=5.00, SD=2.44) and those in the course from 24 months to 36 months (M=5.09, SD=1.92). Hence, we can conclude there is no significant difference as the p-value is .60 (>.05) in the mean of the statement 'like to challenge myself' across the length of the entrepreneurship course.

The Levene statistic obtained a mean value of 1.22(>.05), an equal variance was assumed across the variable, and One-factor Anova was met. To audit the differences individually between the groups, the test indicated that the mean score in the statement 'like to take advantage of my creative talents' for learners having a length of entrepreneurship course 0 to 3 months (M=6.11, SD=.78) was significantly different from learners pursuing entrepreneurship course of 3 to 6 months

(M=5.67, SD=1.41). The learners enrolled for 6 to 12 months (M=6.29, SD=.99) is significantly different from those in the entrepreneur course for 12 to 24 months (M=6.17, SD=1.32) and those in the course from 24 months to 36 months (M=6.00, SD=1.48). Hence, we can conclude there is no significant difference as the p-value is .82 (>.05) in the mean of the statement 'like to take advantage of my creative talents' across the length of the entrepreneurship course.

The Levene statistic obtained a mean value of .99 (>.05), an equal variance was assumed across the variable, and One-factor Anova was met. To study measure the differences individually between the groups, the test indicated that the mean score in the statement 'like to earn more money' for learners having a length of entrepreneurship course 0 to 3 months (M=6.56, SD=1.01) was significantly different from learners pursuing entrepreneurship course of 3 to 6 months (M=5.56, SD=1.23). The learners enrolled for 6 to 12 months (M=6.14, SD=1.29) is significantly different from those in the entrepreneur course for 12 to 24 months (M=5.33, SD=1.63) and those in the course from 24 months to 36 months (M=5.91, SD=1.44). Hence, we can conclude there is no significant difference as the p-value is .57 (>.05) in the mean of the statement 'like to earn more money' across the length of the entrepreneurship course.

The Levene statistic obtained a mean value of 1.47 (>.05), an equal variance was assumed across the variable, and One-factor Anova was met. To gauge the differences individually between the groups, the test indicated that the mean score in the statement 'interested in utilizing market prospects' for learners having a length of entrepreneurship course 0 to 3 months (M=6.11, SD=1.36) was significantly different from learners pursuing entrepreneurship course of 3 to 6 months (M=6.33, SD=1.11). The learners enrolled for 6 to 12 months (M=6.07, SD=1.49) is significantly different from those in the entrepreneur course for 12 to 24 months (M=5.17, SD=2.13) and those in the course from 24 months to 36 months (M=5.55, SD=1.29). Hence, we can conclude there is no significant difference as the p-value is 50 (>.05) in the mean of the statement 'interested in utilizing market prospects' across the length of the entrepreneurship course.

The Levene statistic obtained a mean value of 1.03(>.05), an equal variance was assumed across the variable, and One-factor Anova was met. To measure the differences individually between the groups, the test indicated that the mean score in the statement 'eager to maintain a family tradition' for learners having a length of entrepreneurship course 0 to 3 months (M=5.67, SD=1.41) was significantly different from learners pursuing entrepreneurship course of 3 to 6 months (M=5.78,

SD=1.09). The learners enrolled for 6 to 12 months (M=5.71, SD=1.59) is significantly different from those in the entrepreneur course for 12 to 24 months (M=4.50, SD=2.07) and those in the course from 24 months to 36 months (M=5.55, SD=1.50). Hence, we can conclude there is no significant difference as the p-value is .52 (>.05) in the mean of the statement 'eager to maintain a family tradition' across the length of the entrepreneurship course.

The Levene statistic obtained a mean value of 1.03(>.05), an equal variance was assumed across the variable, and One-factor Anova was met. To look into the differences individually between the groups, the test indicated that the mean score in the statement 'like to increase my status' for learners having a length of entrepreneurship course 0 to 3 months (M=6.00, SD=1.32) was significantly different from learners pursuing entrepreneurship course of 3 to 6 months (M=5.67, SD=.70). The learners enrolled for 6 to 12 months (M=5.67, SD=) is significantly different from those in the entrepreneur course for 12 to 24 months (M=6.29, SD=1.20) and those in the course from 24 months to 36 months (M=5.17, SD=1.16). Hence, we can conclude there is no significant difference as the p-value is .35 (>.05) in the mean of the statement 'like to increase my prestige' across the length of the entrepreneurship course.

The Levene statistic obtained a mean value of 1.08 (>.05), an equal variance was assumed across the variable, and One-factor Anova was met. To explore the differences individually between the groups, the test indicated that the mean score in the statement 'follow the example of a person I admire ' for learners having a length of entrepreneurship course 0 to 3 months (M=6.22, SD=.97) was significantly different from learners pursuing entrepreneurship course of 3 to 6 months (M=6.11, SD=.78). The learners enrolled for 6 to 12 months (M=6.00, SD=1.51) is significantly different from those in the entrepreneur course for 12 to 24 months (M=5.83, SD=1.14) and those in the course from 24 months to 36 months (M=5.91, SD=1.22). Hence, we can conclude there is no significant difference as the p-value is .47 (>.05) in the mean of the statement 'follow the example of a person I admire ' across the length of the entrepreneurship course.

The Levene statistic obtained a mean value of .79 (>.05), an equal variance was assumed across the variable, and One-factor Anova was met. To investigate the differences individually between the groups, the test indicated that the mean score in the statement 'require a job' for learners having a length of entrepreneurship course 0 to 3 months (M=5.22, SD=1.48) was significantly different from learners pursuing entrepreneurship course of 3 to 6 months (M=6.00, SD=.86). The learners

enrolled for 6 to 12 months (M=6.07, SD=1.14) is significantly different from those in the entrepreneur course for 12 to 24 months (M=5.50, SD=1.04) and those in the course from24 months to 36 months (M=6.00, SD=1.18). Hence, we can conclude there is no significant difference as the p-value is .42 (>.05) in the mean of the statement 'require a job' across the length of the entrepreneurship course.

The Levene statistic obtained a mean value of .93(>.05), an equal variance was assumed across the variable, and One-factor Anova was met. To examine the differences individually between the groups, the test indicated that the mean score in the statement 'interested in protecting job' for learners having a length of entrepreneurship course 0 to 3 months (M=4.89, SD=2.08) was significantly different from learners pursuing entrepreneurship course of 3 to 6 months (M=6.11, SD=.92). The learners enrolled for 6 to 12 months (M=6.21, SD=1.18) is significantly different from those in the entrepreneur course for 12 to 24 months (M=5.17, SD=1.16) and of course 24 months to 36 months (M=5.45, SD=1.36). Hence, we can conclude there is no significant difference as the p-value is .25 (>.05) in the mean of the statement 'interested in protecting job' across the length of the entrepreneurship course.

The Levene statistic obtained a mean value of .97(>.05), an equal variance was assumed across the variable, and One-factor Anova was met. To determine the differences individually between the groups, the test indicated that the mean score in the statement 'Earn a sound source of revenue' for learners having a length of entrepreneurship course 0 to 3 months (M=5.11, SD=1.61) was significantly different from learners pursuing entrepreneurship course of 3 to 6 months (M=5.67, SD=.86). The learners enrolled for 6 to 12 months (M=6.79, SD=.42) is significantly different from those in the entrepreneur course for 12 to 24 months (M=5.33, SD=1.63) and those in the course from 24 months to 36 months (M=6.18, SD=1.25). Hence, we can conclude there is no significant difference as the p-value is .12 (>.05) in the mean of the statement 'Earn a sound source of revenue' across the length of the entrepreneurship course.

Table 9. Test the difference in entrepreneurship motivation based on length of entrepreneurship course

Particulars	Length of entrepreneurship course	Mean	Std. deviation	F	Sig
I would like to	0 to 3 months	6.11	.92	.20	.33

be my boss	3 months to 6 months	6.11	1.26		
	6 months to 12 months	6.21	1.52		
	12 months to 24 months	6.67	.51		
	24 months to 36 months	6.18	1.53		
	Total	6.22	1.26		
I have an exciting job	0 to 3 months	4.11	2.36	.74	.56
	3 months to 6 months	3.78	1.71		
	6 months to 12 months	4.43	2.27		
	12 months to 24 months	3.67	2.42		
	24 months to 36 months	5.18	1.99		
	Total	4.33	2.13		
I would like to challenge myself	0 to 3 months	5.33	1.58	.59	.60
	3 months to 6 months	5.00	1.32		
	6 months to 12 months	5.93	1.59		
	12 months to 24 months	5.00	2.44		
	24 months to 36 months	5.09	1.92		
	Total	5.35	1.71		
I would like to take advantage of my creative talents	0 to 3 months	6.11	.78	.38	.82
	3 months to 6 months	5.67	1.41		
	6 months to 12 months	6.29	.99		
	12 months to 24 months	6.17	1.32		
	24 months to 36 months	6.00	1.48		
	Total	6.06	1.18		
I would like to earn more money	0 to 3 months	6.56	1.01	1.08	.57
	3 months to 6 months	5.56	1.23		
	6 months to 12 months	6.14	1.29		
	12 months to 24 months	5.33	1.63		
	24 months to 36 months	5.91	1.44		
	Total	5.96	1.32		
I am interested in utilizing market prospects	0 to 3 months	6.11	1.36	.83	.50
	3 months to 6 months	6.33	1.11		
	6 months to 12 months	6.07	1.49		

	12 months to 24 months	5.17	2.13		
	24 months to 36 months	5.55	1.29		
	Total	5.90	1.44		
I am eager to maintain a family tradition	0 to 3 months	5.67	1.41	.81	.52
	3 months to 6 months	5.78	1.09		
	6 months to 12 months	5.71	1.59		
	12 months to 24 months	4.50	2.07		
	24 months to 36 months	5.55	1.50		
	Total	5.53	1.51		
I would like to increase my status/prestige	0 to 3 months	6.00	1.32	1.39	.35
	3 months to 6 months	5.67	.70		
	6 months to 12 months	6.29	1.20		
	12 months to 24 months	5.17	1.60		
	24 months to 36 months	6.27	.78		
	Total	5.98	1.14		
To follow the example of a person I admire	0 to 3 months	6.22	.97	.12	.47
	3 months to 6 months	6.11	.78		
	6 months to 12 months	6.00	1.51		
	12 months to 24 months	5.83	1.47		
	24 months to 36 months	5.91	1.22		
	Total	6.02	1.19		
I require a job	0 to 3 months	5.22	1.48	.98	.42
	3 months to 6 months	6.00	.86		
	6 months to 12 months	6.07	1.14		
	12 months to 24 months	5.50	1.04		
	24 months to 36 months	6.00	1.18		
	Total	5.82	1.16		
I am interested in protecting job	0 to 3 months	4.89	2.08	4.69	.25
	3 months to 6 months	6.11	.92		
	6 months to 12 months	6.21	1.18		
	12 months to 24 months	5.17	1.16		
	24 months to 36	5.45	1.36		

	months				
	Total	5.65	1.43		
Earn a sound source of revenue	0 to 3 months	5.11	1.61	4.01	.12
	3 months to 6 months	5.67	.86		
	6 months to 12 months	6.79	.42		
	12 months to 24 months	5.33	1.63		
	24 months to 36 months	6.18	1.25		
	Total	5.96	1.27		

Source: Author's calculations

3.6 Discussion

With the findings in sections 3.3 and 3.4, the research questions have been addressed the data collected for the study through primary data sources using a survey. This section deals with the understanding of the results drawn upon. Data analysis is necessary for any research to translate raw data to explicitly understand the conclusion Saunders et al. (2007). From the data collected through data analysis, it is feasible for the research to establish patterns and themes in the data gathered. (LeCompte et al. 1999). For the research question 'what is the relationship between situational attributes and entrepreneurship motivation among university students in India', the correlation test was performed to determine the association between situational attributes and entrepreneurship motivation. It has been found that situational attributes (.17) have a weak correlation with entrepreneurship motivation. The author also confirmed through regression test the extent to which situational attributes is correlated with entrepreneurship motivation. The results made it evident that the significance value >0.05 statistically suggested situational attributes have a weaker link. It was further examined granularly to identify elements adding up to situation attributes if one has a relationship. However, it was found that none of the elements like university, institution name, status of the institution, type of course, degree and length of entrepreneurship course has any statistical significance on entrepreneurship motivation with the significance value of .21, .45, .96, .47,.12 and .49 respectively. Hence >.05 inferred no association. The result contradicts the finding that entrepreneurship programs designed along with appropriate pedagogy can act as important situational variables and influence the motivation of learners to join the path of entrepreneurship (Kumar & Kalyani, 2011).

For the research question 'what is the impact of knowledge acquisition on entrepreneurship motivation among university students in India', the correlation test was used to understand the effect of knowledge acquisition. A positive and moderate correlation (.44) was found between knowledge acquisition and entrepreneurship motivation. To further establish an understanding of the association, the relationship between cognitive knowledge with entrepreneurship motivation was determined, and it can be implied that it has a moderate and positive effect (.34). In contrast, skill-based knowledge has a strong positive effect on entrepreneurship motivation (.63), while affective has a negative relationship or no effect on entrepreneurship motivation. Therefore, the present study receives support like the findings in Bojica & Fuentes (2012) argued that when individuals acquire new knowledge and skills, they get empowered to make discoveries and exploit new and emerging opportunities that come in their way (Bojica & Fuentes, 2012). However, it contradicts Erzetic (2008) findings that all the elements add up to knowledge acquisition, namely cognitive, skill-based, and affective influence individuals to transform into entrepreneurs. The present study findings bring about only skill-based knowledge and cognitive knowledge impacting entrepreneurship motivation. On the contrary affective knowledge relating to career proclivity, self-efficacy, passion, and desirability did not show support to impact entrepreneurship motivation.

CONCLUSION

The research revolves around entrepreneurship motivation, knowledge acquisition and situational attributes. A quantitative study has been conducted to evaluate the impact of situational attributes and knowledge acquisition on entrepreneurship motivation among university students in India. In the study, situational attributes and knowledge acquisition were chosen as independent variables and entrepreneurship education was considered the dependent variable.

Several situational attributes include the type of university, the status of the institution, institution name, type of the course, degree, and the length of the entrepreneurship course, were identified, and their impact on entrepreneurship motivation. The research study results indicated that skill-based knowledge is a key factor that significantly impacts entrepreneurship motivation among university students in India. Based on the primary data that was collected from the participants, it was found that there does not exist a significant relationship between situational variables and entrepreneurship motivation among university students in Indian. While conducting the study, the impact of each situational attributes such as university, institution name, status of institution, type of course, degree and length of entrepreneurship course on entrepreneurship motivation was investigated. It was determined that these factors play a negligible role in motivating university learners in India to move towards entrepreneurship. Based on the research, it was ascertained that the moderate impact of knowledge acquisition on entrepreneurship motivation among university students in India supported strongly on the back of skill-based knowledge and moderately by cognitive knowledge. The study was insightful and informative as it helped address the research questions and frame suitable recommendations to increase entrepreneurship motivation among learners. To motivate university learners to become future entrepreneurs, it has been recommended that new components must be integrated into the existing entrepreneurship curriculum and programs so that university students can get the opportunity to develop new skills and capabilities that they can use in the dynamic domain of entrepreneurship. In addition to this, there is also scoped to introduce activities that will allow university learners in India to work on their skills and competencies relating to decision-making and leadership in the practical setting. The exposure will help them considerably by boosting their confidence to venture into the vast domain of entrepreneurship. Although the research study relating to entrepreneurship motivation is hugely

informative and relevant, there is further scope to carry out additional research to identify other factors that can motivate learners at university to join the path of entrepreneurship. The study laid emphasis on specific situational attributes that revolved around education. However, further research can be carried out to evaluate other situational attributes and external factors that might impact entrepreneurship motivation. For example, some of the new kinds of situational attributes in the outside environment can be taken into consideration by other researchers, including initiatives by the government to help young and budding entrepreneurs and the support of family to become entrepreneurs.

Limitation

A limitation of the research study was the small sample size (60) used to conduct the primary study. By taking a larger sample size, it seems likely to get a more in-depth and comprehensive insight into the factors that impact entrepreneurship motivation. Another limitation is that the geographical scope can be extended to other parts of India, particularly in Bengaluru, Mumbai, and Chennai.

Implications

The research study results show that the impact of knowledge attributes, specifically skill-based knowledge, has a significant implication on entrepreneurship motivation among university students in India. Based on the detailed research, there is an opportunity to integrate several elements in the entrepreneurship curriculum and programs to enable young learners to develop their skills. For example, by integrating activities that will help them work on their leadership skills and decision-making skills, it will be possible to motivate them to become future entrepreneurs. The research has identified that affective knowledge has no impact on entrepreneurship motivation. So, there is the need to focus on the skill-based area to nurture new entrepreneurs in India. To motivate university students in India, they must be given the opportunity to apply the learned skills in the real-life setting to understand how capable they can be as future entrepreneurs. In the study, it has been identified that by giving university students proper exposure, it is possible to acquire new skills and knowledge. It will also help them to work on their existing skills and competencies. Thus, there is an opportunity to adopt holistic teaching and learning approach so that university students can work on their theoretical insights while strengthening their skills that can be implemented in the practical entrepreneurship landscape.

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APPENDICES

Appendix 1. Questionnaire

Demographic profile

1. Age
2. Gender

a. Male

b. Female

3. Level of education

a. Graduates

b. Postgraduates

c. Professional degree

d. Others

Situational Attributes

4. University
5. Institution Name
6. Status of Institution

a. NAAC

b. Institute of eminence

7. Type of Course

a. Undergraduate

b. Engineering

c. Postgraduate

d. Professional

8. Degree

9. Length of entrepreneurship course

a. 0 to 3 months

b. 3 months to 6 months

c. 6 months to 12 months

d. 12 months to 24 months

e. 24 months to 36 months

Entrepreneurship Motivation

10. On a scale of 1 to 7, how strongly would you state that you agree or disagree with the following entrepreneurship motivation statement (1 strongly disagree to 7 strongly agree)

Particulars	1	2	3	4	5	6	7
I would like to be my boss							
I have an exciting job							
I would like to challenge myself							
I would like to take advantage of my creative talents							
I would like to earn more money							
I am interested in utilizing market prospects							
I am eager to maintain a family tradition							
I would like to increase my status/prestige							
To follow the example of a person I admire							
I require a job							
I am interested in protecting job							
Earn a sound source of revenue							

11. On a scale of 1 to 7, how strongly would you state that you learned nothing or gained extensive knowledge with the following cognitive knowledge statement (1 strongly disagree to 7 strongly agree)

Particulars	1	2	3	4	5	6	7
Entrepreneurship education helps to know business modeling							
Entrepreneurship education helps to evaluate business prospects							
It directs team management							
Entrepreneurship education guides to know the entrepreneurship process							

12. Please select the option which most accurately reflects your improvement or can now perform

very well about the skill-based knowledge statement (1 strongly disagree to 7 strongly agree)

Particulars	1	2	3	4	5	6	7
Lead a team							
It helps to organize and control ongoing projects							
It directs to know to negotiate deals							
Entrepreneurship Education helps to solve creative business problems							

13. Please indicate how strongly you agree or disagree with the affective knowledge statement (1 strongly disagree to 7 strongly agree)

Particulars	1	2	3	4	5	6	7
Career proclivity							
Self-efficacy							
Passion							
Desirability							

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