

Intrinsic Motivation – A Strategic Tool For Entrepreneurial Intention

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Abstract: Entrepreneurial society evolved based on conditions like grabbing the opportunity, motivation and means to attain goals. To become an entrepreneur college students, need motivation either in form of willingness to become an entrepreneur or it has to be their need to become entrepreneurs this act will result in finding opportunities in the market (Angela Mota et.al, 2019). As motivation plays a vital role among students to become an entrepreneur, it becomes important to understand their motivation level (intrinsic motivation level), the current study tries to validate an intrinsic motivation inventory adopted by Mc Auley, Duncan, and Tammen (1987), so that this inventory can be used to understand the motivation level among students that can inspire them to become entrepreneurs. A study is conducted among 1037 participants from a higher education institution situated in Madurai. Jamovi open-source software 2.3.21 is used to validate the inventory. The validated scale shows good model fit. The procedure of validation is discussed in this study

Keywords: Intrinsic Motivation, Entrepreneurial Intention

1. Introduction:

Intrinsic Motivation is a behaviour that is driven from within, it is an act that individuals perform without expecting external rewards but simply out of an opportunity to explore, learn to achieve one's potential. Individuals engage in this behaviour as it is personally rewarding from within. The goals for intrinsic motivation come from within and as an outcome individuals' psychological needs like competence, relatedness and autonomy are satisfied.

Factors that promote intrinsic motivation include:

- Curiosity – a desire to explore and learn.
- Challenge – to achieve one's meaningful goals.
- Control – to decide based on the outcome.
- Recognition – to fulfill the need for appreciation by others
- Competition – to be challenging and increase the importance of doing things well

Intrinsic motivation has resulted in enhanced interest or increased competence or making an appropriate choice or even it can create pressure or tension among individuals to perform better. These attributes contribute to entrepreneurial intention.

2. Rationale For The Study

Nidhi et.al. (2018) reviewed Entrepreneur motivations and their impact on entrepreneur intention among college students. A self-structured questionnaire was adopted for the purpose of the study. The study understands Motivation as either a push or pull strategy for entrepreneurial intention. Thus, this study aims to validate an instrument of motivation which can be further used as a strategic tool to understand Entrepreneurial Intention among students.

3. Review Of Literature

- Frank M. Diaz (2010), studied Intrinsic and extrinsic motivation among collegiate instrumentalists. This study gathered information concerning demographic data and motivational preferences. 169 participated in this study and belong to undergraduate and graduate college instrumentalists who enrolled in band and orchestra ensembles at three universities in the southeastern United States.

Results reveal that there is a high association between Intrinsic motivation and task/learning orientation. Factor analysis reveals that intrinsic motivation has three higher-order construct which includes Performance/Ego, Individual/Cooperative and Task/ Learning.

- Rajesh V. R, et.al. (2015) studied Intrinsic motivation and Extrinsic Motivational Orientations: A study among college students. 300 students were selected from Chennai City. The Work Preference Inventory was used which was developed by Amabile et al., (1994) to collect the data. The study reveals that there is a difference in college students' motivational orientation with respect to socio-demographic profile (Gender, Degree and Stream of study). The study also reveals that females are more inclined to intrinsic motivation and male students are more inclined to extrinsic motivation.
- Ayelet Fishbach (2022) reviewed on The structure of Intrinsic Motivation. This study is a qualitative study understanding the meaning and what Intrinsic motivation does. The results reveal that rewarding a task makes people work more for it.

A study was conducted among the undergraduate students of Lady Doak College, Madurai to validate the intrinsic motivation inventory. Lady Doak College, a premier Christian Institution and the first Women's College in Madurai. This institution is the brainchild of Ms. Katie Wilcox, an American missionary for the empowerment of women. In 1948, the College made its humble beginning. In 1978, the college obtained the status of an autonomous college, affiliated with Madurai Kamaraj University.

I sincerely acknowledge the collaborative efforts of the faculty and the team of students from the Department of Business Administration and the Department of Social Sciences of Lady Doak College in the conduct of this study.

4. Objective Of The Study

- To validate the intrinsic motivation inventory adapted Mc Auley, Duncan, and Tammen (1987)

5. Research Methods

This study is based on descriptive research design. This study uses a survey method. A total of 1486, undergraduate students of Lady Doak College, Madurai were identified as the population for this study. A total of 1037 undergraduate students participated in this study which is approximately to 70% of the Population. The demographic information of respondents is shared in Table No. 1. Remaining 30% of undergraduate students who could not participate were due to students participating in sports or students who lacked gadgets, students who discontinued studying, and students who faced technical errors. A scale on intrinsic motivation was adapted from Mc Auley, Duncan, and Tammen (1987) for the purpose of validating the scale. This scale was programmed in Google Forms which was sent through the official mail id's of the students. Ethical issues were addressed by ensuring that students' identity (Name, Register number and, Mail identity) was not revealed and was not made mandatory in filling the form. Descriptive Analysis like Exploratory Factor Analysis and Confirmatory factor analysis using Jamovi open source software 2.3.21 was used to validate the scale. Tables are used to present data.

6. Results And Discussion

A very few Indian studies are based on scale validation. Procedure for scale validation by Stefan G. Hofman, 2016 and Barani Kant, 2022 are used in this study

STUDY 1: EXPLORATORY FACTOR ANALYSIS

Method of Study 1:

For the purpose of the study, 400 respondents were identified with the objective of understanding the match of the result with the number of factors suggested in the inventory. As suggested by Costello and Osborne (2005), a common practice norm of approximately 18 participants per item was identified. Respondents marked how true statements are based on a Likert 7-point scale ranging from 7 - very true to 1- not at all true. As per the scoring information provided in the inventory scores were recorded. Table 1 shows the socio-demographic profile of the respondents

Exploratory Factor analysis was conducted using the guidelines of Costello and Osborne (2005). The factorial structure of this scale was tested using Principal Component Analysis with Varimax rotation. The average Kaiser-Meyer-Olkin Measure of Sampling Adequacy was excellent (.927) which indicates the sample size is adequate for factoring. The significant Bartlett's test shows that the data is factorable. The communalities of the items ranged from .397 to .694. four components with eigenvalue > 1 were found with an explained variance of 52.671%. The rotated component matrix showed that all the items are loaded onto one of the four factors. The item loadings across the components are shown in Table 1.

Summary and Discussion of Study 1

Overall, the PCA results indicate that this scale supports a four-factor solution that supports the original four-factor structure. / Overall the results of the exploratory analysis show that the solution fits the data well which gives the construct validity of the scale.

STDUY 2: CONFIRMATORY FACTOR ANALYSIS

Method of Study 2:

Furthermore, a confirmatory factor analysis was conducted to determine the goodness of the model fit. In the first step factor analysis was used to examine if the number of factors is consistent with the chosen scale. In this step, exploratory factor analysis was used to test if the factors and items are consistent with the chosen scale. A sample of 637 participants were identified for the purpose of factor analysis. The chosen scale understands intrinsic motivation from four dimensions namely Interest/enjoyment (measured with 7 items), Perceived Competence (measured with 5 items), Perceived Choice (measured with 5 items), and Pressure/ tension (measured with 5 items). The multiple-group CFA model (Vendenberg & Lance, 2000) was employed to test the model. Firstly the factory structure was tested as suggested by the inventory. The result showed that CFI < .95, RMSEA \leq 0.08 and SRMR \leq 0.08 . As the model was not found fit, all items with factor loading below 0.2 (reference) were deleted and we re-ran the principal component matrix to check the model fit. A total of five items were deleted and resulted in the four dimensions namely Interest/enjoyment (measured with 6 items), Perceived Competence (measured with 5 items), Perceived Choice (measured with 3 items), and Pressure/ tension (measured with 3 items). The results are shown in Table 2 which shows a good model fit

Table 1: Demographic information about the respondents

		Study 1	Study 2
Demographic information about the respondents	Sample size	400	637
	Mean Age	17.92	17.81
	Discipline – Arts	242	373
	Discipline - Sciences	158	264
	Stream - Aided	105	334
	Stream - Self Financed	293	303

Table 2: Fit Indices for CFA Model of Intrinsic Motivation

	Items	χ^2	df	CFI	SRMR	RMSEA [90% CI]	P
Intrinsic Motivation	17	431	113	0.92	0.044	0.066 (0.059, 0.073)	< .001

Note. *df* = degrees of freedom; CFI = comparative fitindex; SRMR = standardized root mean square residual; RMSEA = root mean square error of approximation; 90% CI = 90% confidential interval

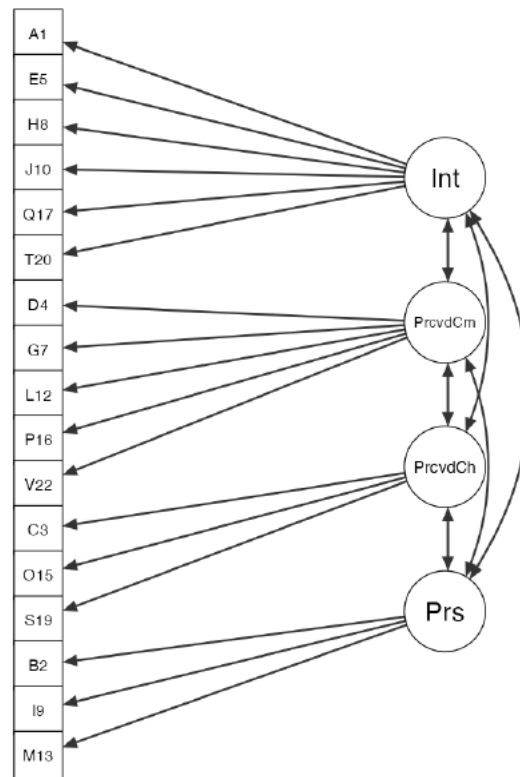


Fig 1: Path Diagram

The model fit is found to be good and can be used among South Indian students.

7. Conclusion

Intrinsic motivation has paramount influence in a way which enhances learning, performance, working independently, enhance curiosity among students. The tested scale could be used among students from South India.

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