Factors That Influence the Entrepreneurial Behaviours of Business Graduates

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Abstract
Entrepreneurial behaviours are considered as key mechanisms to determine the organizational development and as an important backbone to the economic growth. Entrepreneurship is considered as competitive advantage for institutions. Current study aimed to provide literature on the factors that influence the entrepreneurship intentions of business graduates. Further study has proposed organizational commitment as possible moderator. Previously most of the studies have considered organizational commitment as mediator but current study has considered it as moderator. Research model is focused on business graduates as all the business graduates study the subject of entrepreneurship. With the help of literature current study will explain the reasons why students are moving towards entrepreneurship and how does organizational commitment levels can influence their entrepreneurial behaviours. This study will help the Pakistani universities to develop effective strategies to promote and stimulate of entrepreneurial behaviours in students.

Keywords
Perceived organizational support, Emotional Intelligence, Organizational Commitment, Entrepreneurial behaviours, Business Graduates

1. Introduction
Emotional intelligence is regarded as interesting area of psychology and number of studies have been conducted on this phenomenon (Law, Wong & Song, 2004). In a study, it is stated that EI first has been introduced in 1990 by Mayer & Salovey and according to them it represents individuals’
ability to understand emotions to enrich thinking along with promotion of rational and psychological development (Mayer, Roberts & Barsade, 2008). Number of scholars have identified that there is difference between each individual ‘emotional intelligence. Emotional intelligence is regarded as topic that tries to describe, know, and infer the feelings, preferences, and capabilities of an individual (Hassan, 2007). It has been also defined as capability to understand others emotions for evaluation of views, values and to align them as they can contribute to psychological and intellectual development (Goleman, 1995). Intelligent quotient is considered important for success in every field of life but alone it can’t do all the things. Now a day, emotional intelligence has become important to survive in organizations and every field of life. Number of emerging studies have revealed that intelligent quotient single handedly can’t be considered as reliable forecaster of academic success of student (Craggs, 2005). It was claimed that 20% success of an individual can be credited to intelligent quotient (Goleman, 1995). It has created need to explore other 80% factors that contribute to success.

In eighteenth century French scientist Cantillon introduced the term entrepreneur and basis for creation of this term was the division of society into two groups; fixed income earners and non-fixed income earners. Schumpeter (1928) defined this term as creation of new applicable choices or manufacturer made unknown or unknown with unique way of how to do it. Further entrepreneur has been defined as person who predicts and catches the prospects and turn them into saleable designs and creative concepts (Kuratko et al., 2008).

Entrepreneurship has been defined as practice through which a person on their own or within institution trails prospects without regard of resources that are currently controlled by them (Stevenson & Jarillo, 1990). Further with the development of entrepreneurship understanding its dimensions have been identified. Major researchers in this field are Miller (1983), Knight (1997). In accordance with their views three dimensions of entrepreneurship are as follow; degree up to which someone is innovative, risk taker and trails opportunities in proactive way. Further in a study two dimensions were identified named as autonomy and aggressive behaviour for competition (Lumpkin & Dess, 1996). Entrepreneurial behaviours have been extracted from entrepreneurship and considered as central point to action (Cavus et al., 2014). Entrepreneurial behaviours have been described as analysis of human attitude indulged in exploring and using prospects by creation and development of new projects as well as exploring and generating prospects in the emergence process of organization (Bird & Schjoedt, 2009). In broader term these behaviours have been defined as all activities done by member of firm to explore, evaluate, and explore entrepreneurial opportunity (Smith & DiGregorio, 2002).

Perceived organizational support in case of student is related to university support in terms of financial, human resources provided to students so they may transform their workable ideas into reality. Perceived educational support has been defined as degree up to which university is being providing important knowledge, abilities, and training period and opportunities to create networks to students to establish a new business (Saeed et al., 2015).

Number of studies on organization has determined potential desirable consequences of committed individuals inclusive of high performance and extra role behaviours along with low turnover and absence from job (Meyer & Herscovitch, 2001). Previous studies have enlightened commitment as critical variable in terms of higher education context like to retain students (Strauss & Volkwein, 2004) and their intentions to complete graduation (Sanchez et al., 2006). So analysing the term
commitment in educational context has certain desirable consequences for many stakeholders. Degree of student drop out has negative impact on good repute of institution and in such case recruitment and funding and low performing students tend to leave their degree before qualification as compared to high performing students (Le et al., 2005). Students who do not complete their degree and leave the institution they become an addition to loss resources. In studies of organization citizenship behaviours, it has been identified that commitment towards the occupation and organization is associated with performance (Meyer et al., 2002). Previous studies have shown that there is positive association between perceived organizational support and entrepreneurial behaviour (Hornsby et al., 2009). Further added that, when organization provides support to employee it he will surely help others and will likely to be efficient and effective, specifically in implementation of ideas relevant to entrepreneurship. There is less known about the commitment of student towards university or the subject and intensity it is associated to extra role behaviours. If we consider commitment as meaning full in university context then it could be assumed that positive moves made by organizations to enhance employee commitment can be applied in university environment (Felfe et al., 2014). It was suggested that it is worthy to study commitment of student (McNally & Irving, 2010).

There is growing need of higher education in Pakistan. Most of the students have to migrate in other big cities (Lahore, Islamabad etc.) for higher education. This trend is indirectly increasing burden on universities. To find the solution universities have opened campuses based on public private partnership. There are scarce resources in newly established campuses and there is lack of proper infrastructures and other facilities necessary to support students as compared to parent campuses. In such scenario authors decided to study the impact of emotional intelligence of student and perceived support by university on entrepreneurial behaviours of students. While commitment with university has also been considered to analyse its impact on entrepreneurial behaviours of students. Current study will address the following research questions;

1. Dose emotional intelligence impact on entrepreneurial behaviour of business graduates?
2. Dose perceived support by university impact on entrepreneurial behaviour of business graduates?
3. To what extent commitment with university (organizational commitment) moderate’s relationship between emotional intelligence and entrepreneurial behaviour of behaviours of business graduates?
4. To what extent commitment with university (organizational commitment) moderate’s relationship between perceived support by university and entrepreneurial behaviour of behaviours of business graduates?

Purpose of current study is to examine relationship between emotional intelligence of students and perceived organizational support on entrepreneurial behaviour of students. Further study will analyse moderating role of organizational commitment. The following objectives will be addressed by current study:

1. To determine emotional intelligence impact on entrepreneurial behaviour of business graduates.
2. To determine perceived support by university impact on entrepreneurial behaviour of business graduates.

3. To explore the commitment with university (organizational commitment) moderation role between relationship of emotional intelligence and entrepreneurial behaviour of behaviours of business graduates?

4. To explore the commitment with university (organizational commitment) moderation role between relationship of perceived support by university and entrepreneurial behaviour of behaviours of business graduates?

2. LITERATURE REVIEW

2.1. Entrepreneurial Behaviours

According to a past study behavioural inclination of individuals to try new things, doing things in novel ways or starting a new enterprise is expressed as entrepreneurship (Antoncic & Hisrich, 2003). Similarly, Kuratko et al., (2005); Ireland, Hitt & Sirmon, (2003) individual’s entrepreneurship behaviour inclusively include all the activities undertaken by members of an organization to explore, succession and utilization of good options available in environment. In addition, studies supported that in the fortune of any organization managerial positions perform vital role and among these middle level managers have clear insight about chances they not only explore but advocate the innovative initiative with required resources to exploit opportunities successfully. Researchers described that in large organizations middle level managers are considered an important asset to gain edge over competitor and responsible for enhancement and achievement of performance (Goodale et al., 2011). Thus, encouraging entrepreneurial behaviour is essential especially among the middle level of management position to achieve competitive advantage and enhancement and improvement of performance (Mair, 2005). Similarly, study described that entrepreneurial behaviour is more related to personals of middle level management positions as they directly linked to lead workforce (Pearce et al., 1997). Furthermore, these managers persistently convey the vision and strategic objectives which consequently creates team commitment, innovative working style, and favourable working environment (Pearce et al., 1997).

2.2. Factors Affecting Entrepreneurial Behaviors

Generally, in literature entrepreneurial behaviour is divided into three classes namely personal characteristics (Wakkee et al., 2008; Sweida & Reichard, 2013), job characteristics (Hornsby et al., 2009), and contextual characteristics (Zampetakis et al., 2009). According to (Rutherford & Holt 2007; Zampetakis et al., 2009) mainly two categories including contextual characteristics and personal characteristics forms such behaviour that predict about entrepreneur.

2.2.1. Emotional intelligence

According to Mayer and Salovey (1997) emotional intelligence refers to one’s capacity to understand and exhibit feelings and emotional cues in order to create, gain and to control the emotional state of their own and others and also to develop emotional and cognitive ability. In addition, researchers described four different elements of emotional intelligence which are appraisal of self-emotion, appraisal of others emotions, control of emotions and utilization of emotions (Mayer & Salovey, 1997). Wong & Law (2002) briefly described that emotional
intelligence is proficiency of individual to sense emotions and their link to various things and situations that helps in problem solving. Some past studies (Momeni 2009; Cavazotte, Moreno & Hickmann, 2012) reported that different human actions like coaching, leading, intellectual health, educating and welfare. According to (Zampetakis et al., 2009; Mair 2005) emotional intelligence envision the entrepreneurial attitude in mangers associated in the domain of corporate entrepreneur. Furthermore, Nikolaou and Tsaousis (2002) suggested that emotionally intelligent managers have patience to deal with stress as well likely permissive to environmental stress factors. Similarly, individual with high emotional intelligence have more confidence as their ability to understand and manage the feelings to influence the environment effectively. According to (Brundin et al., 2008; Zampetakis & Kafetsios, 2010) positive feelings from work make individuals enthusiastic to do things differently. Past studies (Zampetakis et al., 2009; Ahmetoglu, Leutner & Chamorro-Premuzic, 2011) proposed that emotional intelligence positively and significantly impact the entrepreneurial conduct of managers. Previously studies have indicated that academic and professional success is influenced by emotional intelligence and its contribution toward performance is greater when compared to general intelligence (Remanelli et al., 2006). Colleagues consider emotional intelligent students as social and non-hostile (Brackett et al., 2011). Emotional intelligence enhances interpersonal relationships and aid to develop of intellectual ability finally leading towards high academic performance (Ford & Smith, 2007). Emotional intelligence aid to prioritize thinking, attitude, and style of life that will help in academic performance.

P1: Emotional Intelligence is positively and significantly associated with entrepreneurial behaviour

2.2.2. Perceived organizational support

Perceived organizational support has been defined as generally developed beliefs of an employee with regard to the degree up to which his/her input is valued by organization and it cares about his/her well-being (Eisenberger et al., 1986). It has been also defined as the degree up to which employer is dedicated towards each individual employee (Rhoades & Eisenberger, 2002). Social exchange theory has been excessively used to identify how perceived organizational support drives desirable results from employees and organizations (Blau, 1994). In accordance with social exchange theory when employee consider that their organization care for them then he will engage into positive behaviours. Previous studies have provided support for positive influence of perceived organizational support on divers work related results i.e. job satisfaction. Organizational commitment, entrepreneurial behaviour and job performance (Zampetakis et al., 2009; Kanten & Ulker, 2012). Perceived organizational support in case of student is related to university support in terms of financial, human resources provided to students so they may transform their workable ideas into reality. Perceived educational support has been defined as degree up to which university is being providing important knowledge, abilities, and training period and opportunities to create networks to students to establish a new business (Saeed et al., 2015). Perceived support is accomplished by provision of programs relevant to entrepreneurship. Education provision is first and foremost are in which institutions provide support to their students that will enhance their entrepreneurial thinking. Education related to entrepreneurship has been defined as educational process that will enhance entrepreneurial abilities and behaviour (Fayolle, Gaillly and Lassas-Clerc 2006). It is regarded as latest efficient way to provide needed abilities, skills, and behaviours to find out entrepreneurial future (Henderson and Robertson (2000). Creating an environment that
supports entrepreneurial activities is another way to provide support for entrepreneurial intentions of students (Astebro & Bazzazian, 2011).

P2: Perceived organizational support is positively and significantly associated with entrepreneurial behaviour

2.2.3. Organizational commitment

Organizational commitment has been defined as emotional connection of an employee with organization. Further it has been argued as decision to take part (Koster, 2011) and driving force of attitude (Meyer & Herscovitch, 2001). In organizational context commitment of people could be with different things inclusive of organization, profession, group, or career. Huge amount of literature is present there that explains the benefits of commitment of employee. Organizational commitment has been referred as immense variable that derives superior performance (Meyer et al., 2002). When employees maintain sustainability, help out others, and support change behaviours are results of employee commitment towards organization. Furthermore, it was argued that there is negative relationship between organizational commitment and turnover intentions (Meyer et al., 2002; Organ et al., 2005). For better understanding of relations between individual and organization model consists upon three components has been developed. It measures mental approach or causes why individuals are determined to specific targets. People may be psychologically committed (Affective commitment), they may have developed sense of responsibility towards the committed target (normative commitment), and they may feel less switching power (continuance commitment). When it is concerned with university context commitment it is also based on different of foci and constituents of commitment as it is done in context of organizational commitment. This may towards the effective selection of strategy for encouragement and maintenance of high end commitment of students (Felfe et al., 2014).

Students’ commitment towards university is regarded as institutional commitment and represents commitment as a whole (Tinto, 1987). After degree completion students leave university but some develop commitment with it (Felfe et al., 2014). There different factors that can contribute towards students’ commitment towards university like university reputation, well reputed staff, academic reputation or mentoring (Sanchez et al., 2006). In terms of affective commitment students may feel honour to attend university it may has meaning to him/her, students may have developed sense of responsibility toward university in terms of normative commitment and finally when it is concerned with continuance commitment because it may not be easy for them to switch university or do not have other opportunity to enrol themselves (Felfe et al., 2014).

P1a: Organizational commitment positively and significantly moderates relationship between emotional Intelligence and entrepreneurial behaviour

P2a: Organizational commitment positively and significantly moderates relationship between perceived organizational support and entrepreneurial behaviour
3. DISCUSSION

Organizations are facing challenges due to globalization, economic dilemma, and competitive business environment and in that organization the service sector is top of the list. In the context of Pakistan academic sector is under observation. Being a leader middle level managers perform entrepreneurial behaviour in a way that influence the followers’ functional behaviour because they are perceived as role model thus high leaders develop high subordinates to deliver high services (Kuratko, 2010; Goodale et al. 2011).

Four hypothesis P1, P2, P1a, and P2a are in line with previous studies. Proposition 1 which describes relationship between emotional intelligence and entrepreneurial behaviour of business graduates. P1 of current study is in consistency with previous studies (Wong & Law, 2002; Zampetakis et al., 2009; Ahmetoglu, Leutner & Chamorro-Premuzic, 2011). Proposition 2 which describes that perceived organizational support is positively and significantly associated with entrepreneurial behaviour. P2 of current study is in line with previous studies (Henderson and Robertson, 2000; Zampetakis et al., 2009; Kanten & Ulker, 2012). Proposition 1a which describes that Organizational commitment positively and significantly moderates relationship between emotional Intelligence and entrepreneurial behaviour. Proposition 2a which describes that organizational commitment positively and significantly moderates relationship between perceived organizational support and entrepreneurial behaviour is in line with previous studies (Kamil & Nasur, 2016; Zampetakis et al., 2009; Kanten & Ulker, 2012).

Future study be conducted in other newly established campuses of universities in different cities. In future public, private and campuses based on public private partnership may be considered. Further comparative study of business graduates and students of IT may be conducted in universities to assess the level of support provided in both department and entrepreneurial initiatives by students. Predominantly top management of academics will get insight about vital impact of motivation and creating healthy environment to encourage entrepreneurial behaviour of managers that boost the organizational performance. Furthermore, literature provides understanding to the policy makers for formulating and executing effective policies that ensure learning, growth, and development of human capital so that their product is able to contribute their role positively. In this competitive environment, it’s optimized that study findings will help in change and to initiate value added steps

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for academia that set a benchmark. Thus, it’s important to promote entrepreneurial behavior of business graduates in universities to enhance performance and to gain competitive edge.

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