



EFFECT OF TEACHER ROLE, TEACHER ENTHUSIASM AND ENTREPRENEUR MOTIVATION ON STARTUP, MEDIATING ROLE TECHNOLOGY

Khanzadi Baloch

University of Central Punjab, Lahore, Pakistan

Email: khan_khan284@yahoo.com

Dr. Muhammad Wasim Akram

Azman Hashim International Business School (AHIBS),

Universiti Teknologi Malaysia (UTM), Johor, Malaysia.

Corresponding Email: mr.wasim08@hotmail.com

ABSTRACT

The aim of this paper to show how teacher role, teacher enthusiasm and entrepreneurial motivation effect the startup by using technology. This study also identify the teacher's role and enthusiasm in teaching on enhancing the awareness of business startup by using technology in teaching. The teacher as an instructor should teach in such manner that involve more students in lesson and understanding. Enthusiastic teaching is described in term of lively expressive behavior denoting excitement of teaching in their subject and it has a positive impact on student learning. Entrepreneurial motivation is important because it is considered the engine behind productivity growth, job creation and innovation and economic growth. Startup plays important role in the development of new business. There is a lot of studies on teacher role, teacher enthusiasm and entrepreneurial motivation. A lot of work has done on how teacher improves student's learning and understanding, impact of teacher role on society and impact of entrepreneur on productivity etc. There were also many researches on impact of technology on education and learning. But there was no work on how teacher's role, teacher enthusiasm and entrepreneurial motivation effect the startup by using technology. The data were collected by using close ended questionnaire. In this study random sampling was used. The target population was students of universities. This research study used SPSS for statistical test like reliability, KMO and Bartlett's test, descriptive statistics and correlation to find the relationship between variables. There was a positive relationship between variables. The adoption of new technologies by the teachers in turn increases the chances of trade-startup success. Along with the teacher role and teacher enthusiasm, the current study proved entrepreneurial motivation as an important predictor of startup venture success.

KEYWORDS: technology, startup, entrepreneurship, teacher enthusiasm.

1. INTRODUCTION

Teacher is a role model for students who imitate how they manage their own emotions and experiences from frequent conversations (Kitzmann, 2012). All teachers are expected to perform specific roles and these roles are considered very important in their job. One of the most important role is to instruct. The teacher as an instructor should teach in such manner that involve more students in lesson and understanding (Wlodkowski, 1999). Enthusiastic teaching is effective mode of instruction (Kunter et al., 2008). The enthusiasm is described in term of lively expressive behavior denoting excitement of teaching in their subject and it has a positive impact on student learning (Keller, Neumann, & Fischer, 2014).

All educational stake holders agree that teacher role depend on an array of factors such as location of the school, levels of remuneration and availability of appropriate housing opportunities for further training and conditions of service, work

load, career path and promotion, student's behavior and relationship with the community, school quality factors such as availability of teaching and learning resources (Adelabu, 2005). The students who have more familiarity with the internet and computer skills, learn more than other students. In Canada, province's schools are national leaders in utilizing internet connection and 97% secondary schools are connected to internet and broadband technologies (Ertl & Plante, 2004). Entrepreneurship can be used to translate technology and creativity into products and services. It can also improve inefficiencies in an economy (Shane & Venkataraman, 2000). The growth objectives of the economy can be achieved by the growth of the Small and Medium Enterprise. A small and medium enterprise sector contributes to gross domestic product by reducing the poverty level and unemployment and also promote the entrepreneurship activity. In development countries, the small and medium enterprise is more significant (Bayati & Taghavi, 2007). Organizational emergence is a process that is comprised of multiple start-up activities. Start-up activities are the events and behaviors of individuals who are engaged in the process of starting a new venture. These activities play important role in the formation of new business (Gartner, 2004).

This study makes a significant practical and theoretical contributions in the following way. This study, like other studies, may be of great value to those who may read it objectively and put into account. The findings of the study may have an implication to all school administrators, government and ministry of education. Teacher role, enthusiasm and entrepreneurial motivation are crucial approaches to enhance the student's ability and understanding on startup. Literature shows a little research has done before and still has thirst to explore this phenomenon. This study also identifies the importance of entrepreneurial motivation on enhancing the awareness of business startup by using technology. It is a source of learning for students and practically implement in education department and contributes in literature by examining these concepts applicability to developing countries like Pakistan.

A lot of work has done on how teacher improves student's learning and understanding and impact of teacher role on society etc. There are also many researches on entrepreneur and impact of technology on education and learning. This study describes the relationship of teacher role and enthusiasm with startup by using technology. By using technology, teachers can not only increase the learning of students but also give inspiration to students learn about startup. This study also explains the how entrepreneur motivation effect the startup by using technology. So there is need to study it.

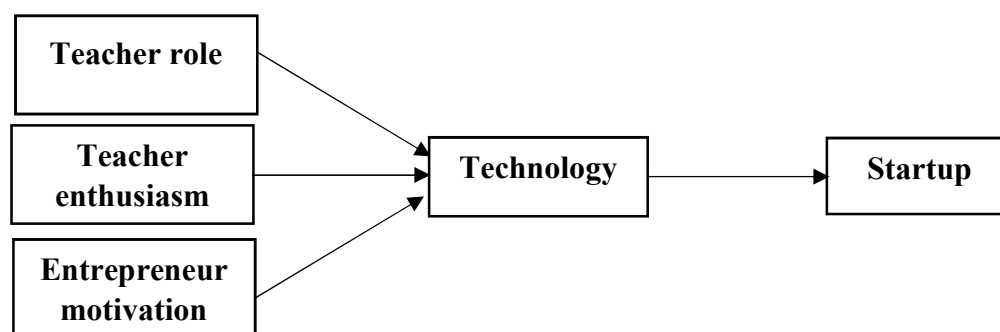


Figure 01: Theoretical Model

2. LITERATURE REVIEW

2.1 Teacher Role

Teachers 'professional role refer to the person's self-description as a teacher in which person has set personal commitment to teaching profession (Beijaard, Meijer, & Verloop, 2004). In this study the researcher explained the importance of teacher role in organization during implementation of cooperative learning work and make healthy environment. The researcher had also explained the different roles of teacher including one in prior to implementing and four during implementing roles like cognitive, affective, social and organizational. These important roles of teacher develop collaborative work habits (De Lièvre, Depover, & Dillenbourg, 2006). In structuring role, the teacher is essential part for cooperate learning. Teachers choose key elements of cooperate learning to implementation because they structure the task

and make decision. The cooperative learning task should be structured in such a way that learners help each other and check the performance regularly (Gillies & Boyle, 2005).

The quality of learning in classroom increased when teachers gave more concentration on learning goals as compare to performance goals (Gabriele & Montecinos, 2001). The teachers are like a crossroad at which many transformation processes are connected in entrepreneurship education (Hannon, 2006; Hytti & O’Gorman, 2004). In this study, the teacher role in promotion of entrepreneurship education was very supportive. Because teachers play a central role in development of economic and social well-being. They know how to respond to inherent challenges in a best way (Fiet, 2001; Seikkula-Leino, 2008). According to researcher of education, teachers must be part of professional community for teaching the entrepreneurship education. When they start working in learning communities then they have the ability to learn not only own experiences but also from others ‘experiences through active reflection. The talented teachers integrate motivation, understanding and vision into teaching through reflection (Shulman & Shulman, 2004).

The teachers also promote technology to foster creativity and enhance students’ learning. Due to technology students learn high order thinking, challenging activities and problem solving (Becker & Riel, 2000). The student’s learning give emphasize to encourage active learning and creation of new products (Hickey, Moore, & Pellegrino, 2001; D. H. Jonassen, 1996). The researcher explained the use of computer as a “mind tool”. The use of computer encourages the students to get high level of thinking (D. Jonassen, 2003). The researcher advocated student centered learning because it help to develop lifelong learning skills such as problem solving and self-regulation (Bereiter & Scardamalia, 2006) and increase academic performance (Guthrie et al., 2004; Hannafin & Foshay, 2008; Mergendoller, Maxwell, & Bellisimo, 2006). It also increase the communication and information skill (Kozma, 2003). Teachers play an essential role in technology integration practices (Ryba & Brown, 2000) as well as in instructional practices (Pajares, 1992; Richardson, 1996).

H₁: Technology mediates the relationship between teacher role and startup.

2.2 Teacher Enthusiasm

The term enthusiasm defines itself as an “interest, enjoyment, eager and intense” (Keller et al., 2014). According to researchers, teacher enthusiasm is considered as teacher’s positive affective experiences during teaching (Kunter, Frenzel, Nagy, Baumert, & Pekrun, 2011; Kunter et al., 2008). The scholars explained that the teacher enthusiasm has major significance on cognitive learning of student (Hattie & Anderman, 2013; Kunter et al., 2013). The active and effective outcomes are associated with teacher enthusiasm. During class the achievement is indirectly connected to enthusiasm and mediated by student’s attention (Allen, Witt, & Wheelless, 2006). Different researches addressed that the enthusiasm is the component of quality instruction that is observed in teacher behavior. The teacher behavior includes value of learning material, inspiring presentation style and expressing own interest. Teacher enthusiasm in class enhance the motivation of students by using mastery oriented activities. Mastery goal orientation focus on student’s understanding and learning that leads to increase motivation among students (Meece, Anderman, & Anderman, 2006).

This type of teacher behavior causes the willingness of learning (Murray, 1983; H. Patrick, Turner, Meyer, & Midgley, 2003; Turner et al., 1998). Teacher enthusiasm can be explained as a characteristic of affective teacher. These characteristics reflect the expression of pleasure and excitement in the classroom (Kunter et al., 2011).

Many studies examine the teacher enthusiasm and its effect on motivation and positive emotions. Teacher enthusiasm play a role as external catalyst that stimulate the student intrinsic motivation in the classroom (B. C. Patrick, Hisley, & Kempler, 2000). According to educational research, in 1960 teacher enthusiasm was considered as topic of scientific study. It has been suggested that teacher enthusiasm is an essential part of high quality and efficient teaching (Brophy & Good, 1986), desired qualities and abilities of good teacher (Feldman, 2007) and important elements of supportive classroom (Kunter et al., 2008). Teacher enthusiasm functions as a spark to ignite the flame of curiosity of students and jump-start their intrinsic motivation to learn (B. C. Patrick et al., 2000). Teacher enthusiasm has been closely related with optimal learning and effective teaching (B. C. Patrick et al., 2000; Stewart, 1989).

H₂: Technology mediates the relationship between teacher enthusiasm and startup.

2.3 Entrepreneurial Motivation

The studies show that there are many motives for a person to create a venture that have emerged in the area of social entrepreneurship. The social gain is primary motivators. The lifestyle entrepreneurs are driven by motives and goals which may indeed be economic. But it is not necessarily to maximize economic gains (Elfving, 2009). Research on the motivational traits of entrepreneurs seems especially promising for helping to identify those individuals that might be best suited for identifying and exploiting entrepreneurial opportunities in the marketplace (Shane & Venkataraman, 2000). According to each individual believe, perception and entrepreneurial orientation, individuals act in a different way for the same reasons. There are four categories of entrepreneurial motivations. These four entrepreneurial motivations are opportunity and necessity entrepreneurship, deep psychological attributes and needs, multi-country level studies and material and immaterial (Wadhwa, Aggarwal, Holly, & Salkever, 2009).

In entrepreneurial motivation research, the seminal work of (Shane, Locke, & Collins, 2003) was a crucial turning point and identified several human motivations that influence the entrepreneurial process. The principal human motivations of entrepreneurship are need for achievement, risk taking, tolerance for ambiguity and locus of control, self-efficacy, independence, drive and egoistic passion (Wadhwa et al., 2009). The self-employment motivation has been related to degree to individual value entrepreneurial behavior. The degree to which individuals think about their successful entrepreneurial behavior performance (N. Krueger, 1993; N. F. Krueger, Reilly, & Carsrud, 2000). They work together as fundamental motivational factors. These factors transform the perception of control and attitude into entrepreneurial intention (Schlaegel & Koenig, 2014). The studies on individual and entrepreneurial cognition that includes motivational factors (Shane et al., 2003), help in describing how individuals evaluate and analyze the opportunities (J. R. Mitchell & Shepherd, 2010; R. K. Mitchell, Smith, Seawright, & Morse, 2000) and how they form intentions for pursuing and developing the ideas (Dimov, 2007; Williams & Nadin, 2012).

Research on the motivational traits of entrepreneurs seems especially promising for helping to identify those individuals that might be best suited for identifying and exploiting entrepreneurial opportunities in the marketplace (Shane & Venkataraman, 2000).

H₃: Technology mediates the relationship between entrepreneur motivation and startup.

2.4 Technology

There is a need to guide the teachers how meaningful learning can be achieved by using technology. When teachers use new technology for best learning then students enable to build a strong knowledge that is applicable to real situations. The "technology can make it quicker or easier to teach the same things in routine ways:" it also makes it possible to "adopt new and arguably better approaches to instruction and/ or change the content or context of learning, instruction, and assessment"(Lawless & Pellegrino, 2007).

The educators and researchers began to more attention to the relationship between technology and teacher's pedagogical belief that facilitate student learning (Dexter & Anderson, 2002; Ertmer, 2005; Judson, 2006). The student-centered learning was defined as using technology to "promote student learning through collaborative involvement in authentic, challenging, multidisciplinary tasks by providing realistic complex environments for student inquiry, furnishing information and tools to support investigation, and linking classrooms for joint investigations"(Means & Olson, 1997). The assignments and assessments that teachers engage students in and the degree to which teachers incorporate student-generated materials from outside the classroom for in-class instruction also affect the quantity and quality of students' autonomous learning outside the classroom (Fukuda & Yoshida, 2012; Guo, 2011; Saad, Yunus, & Embi, 2013). Teachers need to help the students to connect the learning experiences in different contexts(Toffoli & Sockett, 2015).

2.5 Startups

Based on this belief that a large number of businesses start-up in the informal economy to test-trade their business. a view has taken hold that the conventional deterrence approach of tax administrations that seeks to stamp out informal sector entrepreneurship results in governments eradicating with one hand precisely the entrepreneurship that other hands of governments are so desperately seeking to nurture (Council, 2004; Williams & Nadin, 2012).

According to research, start-up firms obtain more subsidies per employee than older firms. Whether public support for start-ups and young high-growth firms provides a boost for their growth and whether the relationship between business subsidies and job creation differs between start-ups and incumbents are interesting questions (Girma, Görg, Strobl, & Walsh, 2008). The increasing number of new start-up firms range from 9.54 to 10.8 % of the population of firms in most Asian countries, such as in China, Indonesia, Singapore, Taiwan, South Korea, Japan, and Malaysia (Singer, Amorós, & Arreola, 2015). The large firms have a major goal to make things valuable. Most of the failures are due to the lack of a methodical way to develop the startups and to deal with inevitable issues. More than 90% of all more than 90 % of all Internet business start-ups end in failure within the first 120 days. The startup business need mentors and advices in navigating their roadmap of the start-up world (Crowne, 2002; Eisenhardt & Brown, 1998; MacCormack, 2001; Marmer et al., 2011).

The planning, market activities, technology and legitimacy and their effect on the probability of starting a firm in 223 Swedish new ventures. They found that planning and legitimacy were significantly correlated with the probability of starting a new venture but that market activities had no effect (Delmar & Shane, 2003). The different studies explained that how to carry out product development collaboration with different partners is a strategic decision for the start-up, since it can reduce both innovation costs and risks (Antolin-Lopez, Martinez-del-Rio, Cespedes-Lorente, & Perez-Valls, 2015). The customer side of the firm is of significance since the customers may possess valuable information about what product they need and want to use and hence what product the start-up should produce (Blank, 2013; Chorev & Anderson, 2006; La Rocca, Ford, & Snehota, 2013).

H4: There is positive relationship between technology and startup.

3. METHODOLOGY

The objective of good research design should be to minimize bias and maximize the reliability of the data (Kothari, 2004). This research aimed to identify the direction of research is viable or not. The objective of causal research is to describe the affect and cause of variables under study and how one impact the other and demands the researcher control over the independent studied variables so that result support the research (Ghauri & Grønhaug, 2005). This research study began on the foundation of theoretical knowledge and further it was examined through an empirical investigation that support the applied research approach justification. This research study implement the quantitative research approach because the basic aim of this study is to gather the knowledge which represents the entire population.

The survey was conducted in which close ended questionnaire as an instrument for data collection was used rather than to choose any other method so that relationship between variables can easily verify and to make comparisons between respondents. A descriptive research design was selected for this study due to its characteristics that were most suitable, the exploratory research design excluded from consideration because problem and research questions were stated and no direction need to be explored here. The objective of this study was to explain that does the independent variables affect the dependent variables with mediating variable or not and this can examined through descriptive research design and cross sectional research has chosen because in this technique data was gathered at a specific place and time once to answer the questions of research study.

The quantitative research was selected to gather information because further some statistical analysis could be performed to examine the relationship between variables. The Descriptive statistics used to summarize the data and present in graphical or tabular form. The questions about teacher role has taken from (Ololube, 2006). The questions of teacher enthusiasm has taken from (Walker, 1982). The questions 1 to 3 have taken from (Justine, 2011) and 4 to 8 questions about motivation have taken from (Ahmad, Arshad, Hassan, & Raza, 2014). The questions about technology have taken from (Hoon, 2008). The 1 to 4 questions about startup have taken from (Sitharam, 2014) and 5 to 7 from (Mannes, 2013). A target population is the aggregation of respondents who meets the designated set of criteria (Burns & Bush, 2006). A sample is a subset of population which are going to being studied (Kothari, 2004).

The samples that have been selected for this study consist of respondents of different age and level of education in order to get good representative data. The population from different areas had selected for this purpose, universities were target to get the primary data. The focus was on Lahore for research study because complex and competitive business environment is available in Lahore, data was collected from universities students. The sample size in this study was 372 (Morgan's table). In this study, random sampling technique was used. First of all primary data was collected by using questionnaires and then

used SPSS for quantitative data analysis. Before the main analysis some statistical tools and techniques were done with the help of SPSS software, descriptive statistics describe the respondent characteristics and summarize the data. It represents the data in tabulation, frequencies and percentage in order to present the findings through graphs and tables. Then inferential statistic, correlation and regression were used to make inferences about relationship and differences between two or more variables.

Reliability use to describe about how much data is reliable. The internal liability is measured by calculating the Cronbach's alpha coefficient which lies from 1 indicated as perfect internal reliability to 0 indicated as no internal reliability (Ghauri & Grønhaug, 2005). There are different values of Cronbach's alpha that accepted by different authors to achieve the internal reliability, the most frequent value that accepted is .70 it should be equal or higher than this to achieve the internal reliability (Hair, Black, Babin, Anderson, & Tatham, 2006).

Correlations determine the mutual relationship between two or more variable and strength of relationship. Regression predicts the value or contribution of one variable on another variable, as this study find the impact of independent variable on dependent variable. The purpose of this study was to demonstrate the impact of teacher role, teacher enthusiasm and entrepreneur motivation on startup with mediating variable technology. The method used to gather relevant data was surveys for students of different universities. The specific information was gathered from primary data not secondary because secondary data was based on already available information.

4. ANALYSIS AND RESULTS

Several test has been applied that includes reliability and validity of the instrument, descriptive statistics to explore the respondent's characteristics. Moreover, used Macro Process by Hayes to testify the proposed hypotheses.

4.1 Reliability of the Instrument

Table 01: Reliability of Instrument

Constructs	Value of Cronbach Alpha
Teacher Role	0.896
Teacher Enthusiasm	0.883
Entrepreneurial Motivation	0.647
Technology	0.795
Startup	0.824

The Table 1 above shows the calculated value of Cronbach Alpha. It is clear from the above the Table that all the constructs used in proposed model i.e. Teacher role ($\alpha=0.896$), Teacher enthusiasm ($\alpha=0.883$), Technology ($\alpha=0.795$), and Startup ($\alpha=0.824$) meet the recommended value as suggested by Nunnally (1978). Table 1 shows that the calculated value of Cronbach Alpha for entrepreneurial motivation is ($\alpha=0.647$) less than 0.70. However, Griethuijsen et al. (2015) claimed that the value of Alpha greater than 0.50 is also considered to be reliable.

4.2 Validity of the Instrument

Table 02: Factor Analysis

Constructs	KMO	Bartlett Test of Sphericity	P-Value	Eigenvalues % of Variance
Teacher Role	0.810	936.649	0.000	76.410
Teacher Enthusiasm	0.835	787.959	0.000	74.502
Entrepreneurial Motivation	0.685	205.732	0.000	39.614
Technology	0.745	719.264	0.000	57.615
Startup	0.852	1220.818	0.000	67.517

The table above show the values calculated in factor analysis to examine the validity of the instrument. The calculated value of KMO for all the constructs is close to one shows that validity is established. Moreover, the p-value shows that both

KMO and Bartlett Test of Sphericity are highly significant as the value of p is less than 1% or 0.01. Also, the eigenvalues show that the variance generated by each elements for all the selected constructs meet the recommended threshold. As the eigenvalues for all the constructs is greater than 40%. While, the eigenvalue for entrepreneurial motivation is round off to 40%.

4.3 Descriptive Analysis

Table 03: Statistics of Respondents

Demographics	Frequency	Percentage
Gender		
Male	191	51.3
Female	181	48.7
Age		
18-20	102	26.9
21-25	93	24.5
26-30	87	23.5
Above 31	90	23.7
Education		
Intermediate	90	23.7
Bachelor	104	27.4
Master	88	23.2
MPhil	90	23.7

The Table above shows that sample was consist of 51.3 % male and 48.7% female. Most of the respondents (26.9%) were fall within the age of 18 to 20 years old. 24.5% were belongs to 21-25 years of age. 23.5% were fall within the age group of 26-30 years old and all the other respondents (23.7%) were more than 31 years of age. Sample was categorized into four groups based on education level. 27.4% respondents have attained bachelor degree. While 23.7% respondents have inter and MPhil degree respectively. The remaining 23.2% have completed master degree.

4.4 Correlational Analysis

Table 04: Correlation Matrix

Sr. No	Constructs	1	2	3	4	5
1	Teacher Role	1				
2	Teacher Enthusiasm	0.813**	1			
3	Entrepreneurial Motivation	0.640**	0.578**	1		
4	Technology	0.812**	0.884**	0.675**	1	
5	Startup	0.406**	0.449**	0.586**	0.535**	1

** Significant at the level of 1% or 0.01

* Significant at the level of 5% or 0.05

The Table above show that startup has positive and highly significant association with all of its antecedents (Teacher Role=0.406**, Teacher Enthusiasm=0.449**, Entrepreneurial Motivation=0.586, and Technology=0.535). As the value of correlation coefficient for all the construct is greater than 0.4 and significant at the level of 1% or 0.01. In addition, the correlation matrix shows highly significant association between all the proposed antecedents of Startup. Specifically, Technology has positive and highly correlation with Teacher Role ($r=0.812$, $p=0.000<0.01$) and Teacher Enthusiasm ($r=0.884$, $p=0.000<0.01$). While, there is also strong correlation exist between the Teacher Role and Teacher Enthusiasm ($r=0.813$, $p=0.000<0.01$).

4.5 Hypotheses Testing

The current study aimed to explore the direct and indirect effect of Teacher role, Teacher enthusiasm, and entrepreneurial motivation on Startup through mediation of Technology use. SPSS use Liner Regression to examine the

direct relationship. However, to explore the indirect relationship, normally termed as structural equation modelling using SPSS Andrew F. Hayes introduce Macro Process 2.5. Process by Hayes offered 76 different models to examine several kinds of simple and complex mediation and moderation model. It examined both moderated mediation and mediated moderation as well. Although, to evaluate the model of current study apply model 4 as suggested by Andrew F. Hayes.

Impact of Teacher Role on Startup through mediation of Technology

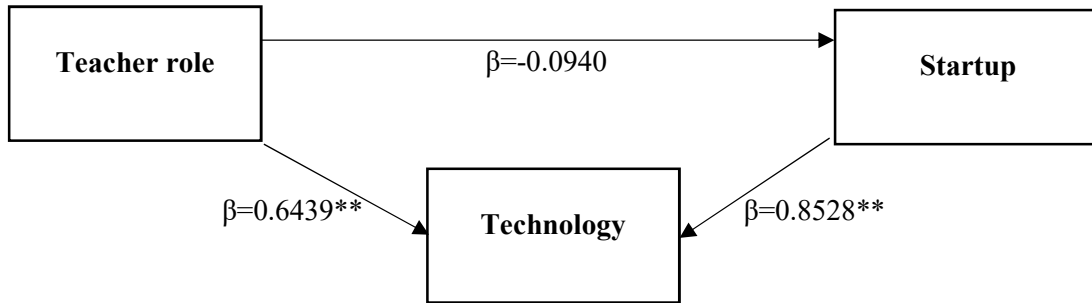


Figure 02: Teacher role indirect impact on startup through mediation of technology

The Figure 2 above show Teacher Role (exogenous variable) has no significant impact on the endogenous variable Startup ($\beta=-0.0940$, $p=0.2658>0.05$). While Teacher role has positive and significant impact on technology ($\beta=0.6439$, $p=0.000<0.01$). That in turn has positive and highly significant impact on startup ($\beta=0.8528$, $p=0.000<0.01$). Process by Hayes also calculate the value of indirect effect for Teacher role on startup through mediation of technology. The results of the Process by Hayes indicate that Technology shows complimentary and full mediation between the relationship of Teacher role and Startup. As the path coefficient for indirect effect ($\beta=0.5491$, $p=0.000$) is greater than the direct effect ($\beta=-0.0940$, $p=0.2658>0.05$). Though, no significant direct relationship was found between Teacher role and Startup.

Additionally, Process by Hayes calculates the coefficient of determination i.e. R^2 . The value of R^2 represent the amount of variance by the exogenous variable in endogenous variable. The calculate value of R^2 for the endogenous variable i.e. Technology and Startup has 0.6596 and 0.2889 respectively. Moreover, the value of R^2 significantly increase for Startup when teacher role indirectly influence (0.2898) as compare to direct effect (0.165).

Impact of Teacher Enthusiasm on Startup through mediation of Technology

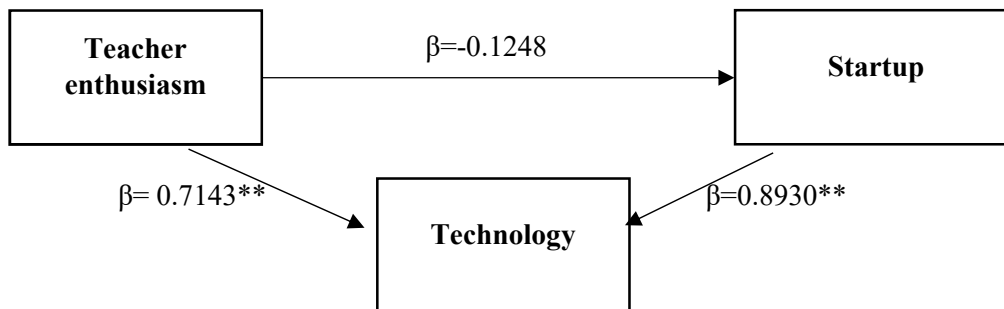


Figure 03: Teacher enthusiasm indirect impact on startup through mediation of technology

The Figure 2 above show that the exogenous variable (Teacher enthusiasm) has no significant impact on the endogenous variable i.e. Startup ($\beta=-0.1248$, $p=0.2658>0.05$). Whereas Teacher enthusiasm indicates positive and highly significant impact on technology ($\beta=0.7143$, $p=0.000<0.01$). Technology, in turn depicts positive and highly significant impact on

startup ($\beta=0.8930$, $p=0.000<0.01$). Process by Hayes also calculate the value of indirect effect of Teacher enthusiasm on startup through mediation of technology. The outcomer of the Process by Hayes indicate that Technology shows complimentary and full mediation between the relationship of Teacher enthusiasm and Startup. As the path coefficient for indirect effect ($\beta=0.6378$, $p=0.000$) is greater than the direct effect ($\beta=-0.0940$, $p=0.2445>0.05$). Though, no significant direct relationship was found between Teacher enthusiasm and Startup.

Additionally, Proces by Hayes calculates the coefficient of determination i.e. R^2 . The value of R^2 represent the amount of variance by the exogenous variable in endogenous variable. The calculate value of R^2 for the endogenous variable i.e. Technology and Startup has 0.7808 and 0.2891 respectively. Moreoer, the value of R^2 significantly increase for Startup when teacher role indirectly influence (0.2891) as compare to direct effect (0.202).

Impact of Entrepreneurial Motivation on Startup through mediation of Technology

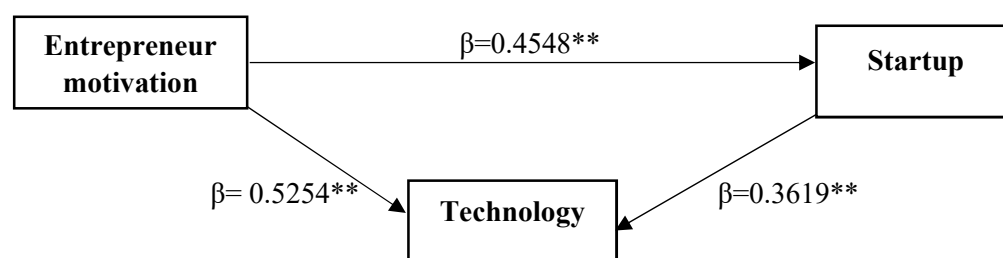


Figure 04: Entrepreneurial motivation indirect impact on startup through mediation of technology

The Figure 4 above show the model extracted through Model 4 of Process by Hayes. The exogenous variable (Entrepreneurial motivation) has positive and highly significant impact on the endogenous variable i.e. Startup ($\beta=0.4548$, $p=0.000<0.01$) as shown in Figure 4. Whereas Entrepreneurial motivation has positive and highly significant impact on technology ($\beta=0.5254$, $p=0.000<0.01$). That in turn leads to improve startup ($\beta=0.3619$, $p=0.000<0.01$). Process by Hayes also calculate the value of indirect effect of Entrepreneurial motivation on startup through mediation of technology. The outcomer of the Process by Hayes indicate that Technology shows complimentary and partial mediation between the relationship of Entrepreneurial motivation and Startup. As the path coefficient for indirect effect ($\beta=0.1901$, $p=0.000$) is less than the direct effect ($\beta=0.4548$, $p=0.000<0.01$). Technology partially mediates as Entrepreneurial motivation shows significant direct and indirect.

Additionally, Proces by Hayes calculates the coefficient of determination i.e. R^2 . The value of R^2 represent the amount of variance by the exogenous variable in endogenous variable. The calculate value of R^2 for the endogenous variable i.e. Technology and Startup has 0.4559 and 0.3796 respectively. Moreoer, the value of R^2 significantly increase for Startup when teacher role indirectly influence (0.3796) as compare to direct effect (0.3440).

5. DISCUSSION

The current study aimed to explore the direct and indirect impact of Teacher Role, Teacher Enthusiasm, and Entrepreneurial Motivation on Startup through mediation of Technology. Data was collected from respondents who are at initial stages to start their own business. The findings of the current study have significant contribution in the existing literature of startup. Literature suggests several factors that contribute in the success of new startup business activities. Although, the model proposed by the current study give a new dimension to the researchers by identifying Teacher role and enthusiasm in the success of startup. The current model proposed and examined that along with the internal motivators such as entrepreneurial motivation individuals required some other factors (such as teacher role, teacher enthusiasm and technology) as well that contribute to increase the chances of success of new startup.

Most of the fresh graduate likely to involve in the startup of new ventures. Specially, the expansion of social networking sites make it possible to start online business. However, several new ventures launch every year but only two to three attained

sustainability in the end. All the remaining projects end within 120 days only. Though, the aim of the current study is to explore the factors that increases the chances of success for the new startup. The tendency of fresh universities graduates is higher to involve in the new ventures. Therefore, the current study proposed to examine the teacher role and enthusiasm in the success of new startup. As fresh graduates are highly influenced by their teachers and mentors in the university.

However, the other two antecedents i.e. teacher role and teacher enthusiasm proposed in the current study do not show direct impact on startup. Here, a question arises why entrepreneurial motivation directly influence startup whereas teacher role and teacher enthusiasm do not show direct relationship with startup. Entrepreneurial motivation refers to as an internal factor or a personality trait that creates urge among individual to start a new business. This is the underlying assumption that why entrepreneurial motivation directly influence startup. In this studies, Technology shows complimentary and partial mediation between the relationship of Entrepreneurial motivation and Startup (Shane & Venkataraman, 2000).

The findings of the current study revealed that entrepreneurial motivation positively influence the chances of success for new startup. On the other side, Teacher role and Teacher enthusiasm refers as the qualities or characteristics of the instructor that may indirectly influence the success of new trade startup. Teacher role refers to as the extent to which academic and professional qualification increases the effectiveness of teaching methodology. While teacher enthusiasm indicates the loyalty and determination of instructor towards his/her students.

Results of the current research assert that teacher's academic and professional qualification, and enthusiastic attitude towards his/her students increase the tendency to incorporate new technologies in classroom. Technology shows full mediation between the relationship of Teacher enthusiasm and Startup (B. C. Patrick et al., 2000). Technology shows complimentary and full mediation between the relationship of Teacher role and Startup (Becker & Riel, 2000; Fiet, 2001; Seikkula-Leino, 2008). The positive relationship exists between technology and startup (Delmar & Shane, 2003). The adoption of new technologies does not mean to install computer in the classrooms or use of projectors. The use of technology refers to as the new techniques used by the teachers to improve the knowledge and skills of the students. Along with the academic qualification, the professional experience of the teachers assist them to teach students about the market. Teachers with high level of professional qualification tend to give assignments that develop analytical skills among students. That in turn positively influence the new trade startup.

6. CONCLUSION

This table below show the summary of findings that extracted through the Model 4 as discussed in the sub-sections Hypotheses Testing. The findings of Process by Hayes shows that only entrepreneurial motivation shows positive and highly significant impact on startup. While the other two exogenous variable do not show significant impact on startup. Moreover, Technology positively between the relationship of Teacher Role, Teacher Enthusiasm, Entrepreneurial motivation and startup. However, technology partially mediates between the relationship of Entrepreneurial motivation and startup. As entrepreneurial motivation has significant direct impact on startup as well.

Table 05: Hypotheses Testing

Hypotheses	Effect		Mediation
	Direct	Indirect	
Teacher Role ----> Startup	-0.0940		
Teacher Enthusiasm----> Startup	-0.1248		
Entrepreneurial Motivation----> Startup	0.4548**		
Teacher Role->Technology-> Startup		0.5491**	Full
Teacher Enthusiasm Role->Technology-> Startup		0.6378**	Full
Entrepreneurial Motivation->Technology-> Startup		0.1901**	Partial

** Significant at the level of 1% or 0.01

* Significant at the level of 5% or 0.05

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