ANTECEDENTS OF THE CAREER ANCHORING AND ITS MEDIATING ROLE IN THE BUSINESS IDEATION STAGE OF ENTREPRENEURSHIP

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CANDIDATE'S DECLARATION

I Abha P Shukla hereby certify that the work being presented in the thesis entitled **"Antecedents of Career Anchoring and its Mediating Role in Business Ideation Stage of Entrepreneurship"** in partial fulfillment of the requirements for the award of the **Degree of Doctor of Philosophy**, submitted in **the Department of University School of Management & Entrepreneurship, Delhi Technological University** is an authentic record of my work carried out during the period from 26 August 2020 to 21 May 2024 under the supervision of Prof. Amit Mookerjee & Prof. Hamendra K Dangi.

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Antecedents of Career Anchoring and its Mediating Role in Business Ideation Stage of Entrepreneurship

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ABSTRACT

This research aims to deepen our understanding of the interplay between career anchoring, personality traits, and entrepreneurial behavior, with a focus on the business ideation stage of entrepreneurship. Drawing from seminal literature, the study investigates the correlation between career anchoring and entrepreneurial ideation, identifies antecedents influencing career anchoring, and examines the mediating roles of career anchoring between training, personality traits, and entrepreneurial ideation. By synthesizing insights from diverse disciplines such as organizational psychology, human resource management, and entrepreneurship, the study sheds light on the complex dynamics shaping individuals' entrepreneurial journeys. The findings underscore the importance of personalized approaches to entrepreneurship development, emphasizing the need for tailored interventions that resonate with individuals' unique profiles and career aspirations. Implications for entrepreneurship education, policy, and practice are discussed, highlighting opportunities to foster innovation and economic growth by leveraging individuals' inherent strengths and motivations. Finally, the study outlines avenues for future research, including the exploration of contextual influences, the scalability of personalized development programs, and the broader systemic factors shaping entrepreneurial ecosystems.

Schumpeter identified five major areas of innovation and societal change that are fueled by entrepreneurship: new goods, markets, manufacturing techniques, raw materials, and organizations. Entrepreneurs are vital to the development of society and the generation of jobs because they are intelligent and committed individuals. According to Shane and Venkataraman (2000), entrepreneurship is a process that includes opportunity exploration, invention, and value development.

The growth of the economy, policies, and society needs to comprehend the elements that lead to entrepreneurial success and the reasons why people take up entrepreneurial ventures. Important components including demand, financial responsibility, teamwork, discipline, communication, and individual features like a tendency towards taking risks, goal setting, and personality traits as defined by the Big Five Personality Theory are highlighted in this study.

In particular, the research focuses on the ideation stage of the firm and explores the complex dynamics of career anchoring and its critical role in the early stages of entrepreneurship. Organizational behavior literature has given much emphasis to career anchoring, a psychological concept that represents a person's primary values, abilities, and motivations in their career pursuits. Nonetheless, its applicability and influence in the context of entrepreneurship, especially in the crucial stage of business ideation, are still little studied. Through an examination of career anchoring's antecedents and potential mediating effects on entrepreneurial ideation processes, this study seeks to close this gap.

Based on well-established ideas in career development, entrepreneurship, and psychology, the study suggests a conceptual framework that proposes the relationships between the constructs that shape career anchoring, their self or personality antecedents, and their influence on business ideation. The hypotheses posit that career anchoring tendencies are influenced by individual characteristics, including personality traits, past experiences, and cognitive processes. Furthermore, it suggests that by directing and influencing entrepreneurs' opportunity recognition, assessment, and exploitation, career anchoring acts as a moderating influence on their ideation processes.

The study collects data from a wide sample of aspiring and existing entrepreneurs using a mixed-methods methodology that combines qualitative interviews and quantitative surveys. The internal consistency reliability of the factors representing entrepreneurial training, personality traits, career anchoring, and the business idea stage of entrepreneurship was assessed using Cronbach's alpha. Each factor met the required

criteria of an alpha value greater than 0.7, confirming their reliability. The Cronbach's alpha values were business idea stage of entrepreneurship = 0.897, career anchoring = 0.862, conscientiousness = 0.89, entrepreneurial training = 0.893, openness = 0.906, agreeableness = 0.89, extroversion = 0.913, and neuroticism = 0.91. These results demonstrate the internal consistency and reliability of all the factors included in the measurement scale.

The construct validity of the measurement scale, which includes entrepreneurial training, personality traits, career anchoring, and the business idea stage of entrepreneurship, was assessed using the confirmatory factor analysis (CFA) method. This evaluation focused on two components: convergent validity and discriminant validity. Convergent validity checks the relationship between statements and their respective factors through item construct loadings, composite reliability (CR), and average variance extracted (AVE). For convergent validity to be established, most item loadings should exceed 0.7, while the CR and AVE values for each factor should be above 0.7 and 0.5, respectively.

The suggested links are tested, and deeper insights are extracted using methods such as theme analysis and statistical techniques like structural equation modeling (SEM) using Smart PLS. It is anticipated that the results will make a theoretical contribution by deepening our comprehension of the fundamental mechanisms that propel entrepreneurial behavior and a practical contribution by guiding the creation of customized learning interventions that assist entrepreneurial endeavors from their very beginning.

The analysis demonstrates that career anchoring significantly enhances the business ideation stage of entrepreneurship (BISE), with higher levels of career anchoring positively impacting BISE. Entrepreneurial training has a positive effect on BISE (0.440) which is statistically significant at the 5% level (t = 9.9693). Additionally, entrepreneurial training's indirect effect on BISE via career anchoring is positive (0.23) and significant (t = 5.868), while the direct effect, with career anchoring as a mediator, is also positive and significant (path coefficient = 0.209, t = 3.496). This indicates that career anchoring plays a significant, moderately strong, and partial mediating role between entrepreneurial

training and BISE, supporting previous studies on its critical role in entrepreneurial intentions and actions. Similarly, the mediation analysis confirms that career anchoring significantly mediates the relationship between personality traits and BISE. The total effect of personality traits on BISE is positive (0.540) and statistically significant (t = 13.786), with a positive indirect effect via career anchoring (0.154, t = 3.331) and a positive direct effect (path coefficient = 0.469, t = 5.933), reaffirming career anchoring's crucial mediating role

This study emphasizes the necessity for individualized approaches in entrepreneurship development by examining the complex interaction between personality traits, career anchoring, and entrepreneurial ideation. It illustrates how personality traits, ideation, and entrepreneurial training are mediated by career anchoring. The conclusions imply that including personality evaluation instruments in training programs is crucial and that customized interventions are necessary. Using these findings, policymakers can create focused policies that promote economic growth and innovation. Subsequent investigations ought to examine the contextual elements that impact entrepreneurial results and evaluate the long-term effects and scalability of customized growth initiatives. In addition, additional research is necessary to fully understand the impact of wider systemic factors on entrepreneurship as well as the suitability of customized strategies at various stages of the entrepreneurial process.

Key Words: Career Anchoring, Entrepreneurship, Business Ideation, Training, Personality, Big-Five

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LIST OF PUBLICATIONS

- Research paper entitled “Entrepreneurship as Career Path: A Technical University Students’ Perspective” published in Pacific Business Review International. http://www.pbr.co.in/2023/January7.aspx

- The research paper entitled “A Bibliographic Analysis of the Role of Training in Entrepreneurship” was accepted in the International Journal of Bibliometrics in Business & management of Inderscience publications.

- Presented a research paper titled “Entrepreneurship in Technical Education: A Study” at the International Conference on Management Practices for Sustainable Future at the School of Management Studies, Sangam University, Bhilwara held on 7th -8th April 2023.

- Presented a research paper titled “Role of Training in Entrepreneurial Venture in India: A Study” at the International Conference on Redefining Business and Managerial Practices for Sustainable Growth: A Global Perspective in Rukmini Devi Institute of Advanced Studies held on 22nd -23rd Dec 2023.

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INTRODUCTION

1.1 An Overview of Entrepreneurship and the Genesis of Ventures

One of the most potent economic forces in human history, entrepreneurship enables people to recognize possibilities where others perceive impassable obstacles. An important force for social change is entrepreneurship, which is also a mark of success and tenacity in the business world. The value of entrepreneurship in society has increased since the year 2000. In addition to being inventors and, thereby, change agents, entrepreneurs also plan and coordinate production. (Schumpeter,1911), in contrast to others, took a different tack when elucidating entrepreneurship, emphasizing the significance of invention. This theory has claimed that in addition to being innovators and, thus, change agents, entrepreneurs also serve as production coordinators.

Entrepreneurship is the process of creating, establishing, and managing a new company, usually from the ground up as a small firm that provides a process, good, or service. Finding possibilities, gathering resources, and putting plans into action are all common steps in the entrepreneurial process of starting and growing a business. Although there is inherent risk in this process, there can also be major benefits, such as innovation, job creation, and economic growth. (Hisrich, Peters, & Shepherd, 2016).

According to Schumpeter's (1911) proposal, entrepreneurship might arise from five distinct circumstances of originality, namely: new commodities, new manufacturing processes, new markets, new material sources, and new organizations. Consequently, the terms "entrepreneur" and "entrepreneurship" have been defined in hundreds of ways by various authors. Herron and Robinson (1993) stated that "entrepreneurship is the set of behaviors that initiate and manage the reallocation of economic resources and whose purpose is value creation through those means." In addition, Gries and Naudé (2011) said that "entrepreneurship is the resource, process, and state of being through and in which individuals utilize positive opportunities in the market by creating and growing new business firms.”

Entrepreneurship, according to Schumpeter's later work (1934), is seen as one of the most important in defining the preconditions for societal growth and job creation. Entrepreneurship is vital because it is the economic mechanism that identifies and mitigates inefficiencies in economies (Baum et al., 2007). "Entrepreneurship is important to the functioning of market economies," according to the Organization for Economic Co-operation and Development, (OECD). Entrepreneurship has been a major source of employment creation in recent years, contributing to economic growth and national prosperity (Toma et al., 2014). Entrepreneurship and economic growth are linked by factors such as newness through start-ups and inventions. According to the OECD (1998), "entrepreneurship is central to the functioning of market economies."

According to Shane and Venkataraman (2000), the term "entrepreneurship" refers to a collection of behaviors that include the exploration of opportunities, innovation, and value creation. Company behavior must forecast business activity and distinguish between "successful" and "unsuccessful" entrepreneurs since it is a product of human differences, personality, and capacity considerations (Rauch & Frese, 2007); (Zhao & Seibert, 2006).

There are many different traits and activities that makeup entrepreneurship. Recognizing opportunities is crucial; prosperous businesspeople are adept at seeing gaps in the market or unmet demands. This necessitates a deep comprehension of customer behavior, market dynamics, and new trends, (Shane,2003). Another essential element is innovation, which is usually sparked by entrepreneurs who launch new goods or services, enhance already-existing ones, or develop whole new business strategies, (Ries, 2011). According to Drucker (1985), innovation may give businesses a competitive edge and satisfy changing consumer needs. Significant risk is also associated with entrepreneurship, including operational difficulties, market rivalry, and financial instability. Drover and Zacharakis (2017), point out that implementing efficient risk management techniques is crucial to minimizing possible drawbacks and guaranteeing the lifespan of ventures.

It's critical to gather and manage resources like money, human skills, and technology. Building a talented team, obtaining capital, and utilizing technology to streamline

processes are all skills that entrepreneurs need to possess, (Blank & Dorf, 2020). Effective execution is essential to turning a concept into a profitable business, and scaling a company to handle expansion without sacrificing quality or client happiness is a major obstacle for many entrepreneurs, (Osterwalder & Pigneur, 2010).

There are several steps involved in starting a new business. Ideation is the first step, where prospective company or product offering concepts are conceptualized and brainstormed. Based on their interests, observations, and or market research, entrepreneurs evaluate multiple prospects and choose the most promising one (Mullins, 2010). Before launch, they carry out thorough feasibility studies that include risk assessment, financial predictions, and market analysis to determine the idea's likelihood of success (Barringer & Ireland, 2010). It is imperative to create a thorough business plan that includes the operational plan, marketing strategy, company model, and financial projections. It acts as the project's route map and is frequently necessary to obtain funding (Timmons and Spinelli, 2003).

For an idea to become a reality, funding must be secured. Entrepreneurs can look for funding from a variety of sources, such as loans, personal savings, venture capitalists, angel investors, and crowdsourcing (Bhide, 2000). The business is started as soon as finance is obtained. Building a clientele, improving goods and services, and creating a presence in the market are the main goals of the early growth stage; (Clarysse & Moray, 2004). Entrepreneurs seek to scale their businesses when they experience initial success. This entails growing their product lines, breaking into new markets, and raising manufacturing capacity all while keeping a high level of operational efficiency (Stevenson & Jarillo, 1990). Entrepreneurs may think about exit plans like selling the company, combining it with another business, or going public through an IPO once their venture reaches a mature stage. These strategies can offer substantial financial gains as well as chances for brand-new business endeavors, (Hisrich, Peters, & Shepherd, 2016).

In addition to driving social change by addressing societal challenges through creative solutions, such as sustainable technologies or social enterprises, entrepreneurs can also contribute to economic development by generating revenue, creating jobs, and

encouraging innovation, (Van Praag & Versloot,2007). For many entrepreneurs, the satisfaction and sense of accomplishment that come from building a successful business also contribute to personal growth (Sarasvathy, 2001).

The dynamic and complex process of entrepreneurship is essential for promoting economic growth and innovation. Starting a new business requires a planned process that includes ideation, feasibility analysis, finance, launch, and scaling. For many people, entrepreneurship is an attractive endeavor despite the dangers that are involved because of the possible rewards. Societies can leverage the advantages of entrepreneurial activity to propel growth and prosperity by cultivating entrepreneurial ecosystems and providing support to prospective entrepreneurs (Isenberg, 2011).

Entrepreneurship is a multifaceted and dynamic process that plays a critical role in driving economic growth and innovation. Entrepreneurship is receiving more attention in the realm of business research. (Venkataraman,1999) ;(Shane and Venkataraman,2000) ;(Low,2001); (Davidsson and Wiklund, 2000). It is among the drivers of economic expansion and the creation of jobs (Gorman et al., 1997); (Brockhaus, 1991). Policymakers, academics, and researchers believe that entrepreneurship is a vital route to economic advancement for both developed and developing nations (Zelealem et al.,2004). These days, entrepreneurship is mostly driven by small businesses, particularly newly established ones. These businesses promote social cohesion, political stability, and economic growth, in addition to economic growth. (Thurik & Wennekers, 2004). The study of entrepreneurship has grown in importance in the current climate. It is regarded as a significant answer to numerous economic issues, including wealth creation, job creation, and the provision of new and improved goods and services. Baron and Shane (2008) talked about how entrepreneurs contribute to economic growth and even referred to them as "engines of economic growth.". Entrepreneurs have made significant contributions to the economy, society, and humankind. As opposed to this, entrepreneurs are a key driver of both social and economic progress. (Hatten ,1997); (Holt ,1992). The connection between general economic development and entrepreneurial activity is emphasized heavily throughout the history of various economically developed nations. Successful entrepreneurs excel in recognizing opportunities, fostering innovation,

managing risks, and effectively gathering and utilizing resources. From ideation to scaling, each step in starting a new business requires strategic planning, thorough market analysis, and efficient execution. The rewards of entrepreneurship, including personal satisfaction, economic contributions, and societal impact, make it a compelling endeavor despite its inherent risks.

By nurturing entrepreneurial ecosystems and offering robust support to budding entrepreneurs, societies can harness the benefits of entrepreneurial activity to stimulate growth and prosperity. This support can come in various forms, such as access to funding, mentorship, and infrastructure, enabling entrepreneurs to overcome challenges and achieve sustained success. Ultimately, entrepreneurship not only fuels economic development but also drives social change, creating a better and more innovative future.

Entrepreneurial behavior is a highly influential factor in the growth of businesses, as the emergence of new enterprises stems from the actions and behaviors of entrepreneurs, Gartner, Carter & Reynolds, (2010). Given its importance, many scholars have examined the factors that drive such behavior. Several studies have indicated that the significant predictors of entrepreneurial behavior are predominantly situational factors. (Levesque & Minniti, 2006). Additionally, entrepreneurial behavior is largely influenced by cultural norms and financial constraints, which are primarily dependent on the societal context. (Levesque & Minniti, 2006); (Reynolds, Camp & Hey, 2002).

There has been much discussion in academia and among policymakers on how to encourage young people to pick entrepreneurship as their career because it is thought to be a major engine of economic growth. (Audretsch & Keilbach, 2004); (Souitaris et al., 2007). As the primary predictor of real entrepreneurial activity, determinants of entrepreneurial intention (EI) have received a lot of attention in academic discourse (Hsu et al., 2017). Entrepreneurial intention (EI) has garnered significant attention in academic discourse due to its role as a primary predictor of real entrepreneurial activity. Central to understanding EI is Ajzen's Theory of Planned Behavior (TPB), which posits that attitudes toward behavior, subjective norms, and perceived behavioral control are critical components influencing intentions (Ajzen, 1991). Building on this, Krueger, Reilly, and

Carsrud (2000) compared various models of entrepreneurial intentions, highlighting the interplay between psychological and social factors. Similarly, Shapero and Sokol's Entrepreneurial Event (SEE) model emphasizes perceived desirability, feasibility, and the propensity to act as key determinants (Shapero & Sokol, 1982). Policymakers and educators must comprehend the factors that motivate entrepreneurial behavior to enhance the efficacy of public policies and educational initiatives. As per the findings of Ravasi and Turati (2015), entrepreneurs are the ones responsible for driving global economic growth which further states that self-employed people with entrepreneurial skills are considered entrepreneurs.

Career anchors significantly influence individuals' career choices, as they represent critical factors that lead people to select specific career paths based on their inherent professional orientations within an organizational context (Wechsler, Koveshnikov & Dejoux, 2017). This suggests that individual behavior is shaped by their career anchor. Thus, career anchors play a crucial role in determining the career an individual chooses; the type of anchor dictates the career choice. For instance, individuals with entrepreneurial creativity anchors are highly inclined towards creating or designing new products or services or establishing their businesses. Conversely, those with security anchors have a strong preference for career stability and predictability, seeking a steady and consistent future where they feel safe and secure in their professional lives (Coetzee, M., & Schreuder, D. 2009) & (Schein, 1990).

According to Smith et al., (2021), in the realm of global business, the significance of entrepreneurship is burgeoning, prompting a call to empower young individuals to embark on entrepreneurial endeavors post-graduation rather than engaging in conventional job-hunting practices. This entails providing mentorship and training in entrepreneurship to nurture their skills in this domain. Entrepreneurship education is perceived as pivotal within the developmental framework, (Kuratko, D. F. 2005) as it aims to furnish individuals with the creative enterprise abilities requisite for identifying opportunities and spearheading the establishment of new ventures within the economy.

Moreover, according to (Jones & Brown, 2019), distinct self-perceptions of entrepreneurial competencies are intertwined with varying aspirations and inclinations toward pursuing entrepreneurship as a career path. Individuals may harbor different perspectives on their capabilities, which can influence their propensity to engage in entrepreneurial endeavors and their willingness to take on the associated risks and challenges.

Scholarly attention to transfers from paid jobs to entrepreneurship, and back into paid employment, is relatively new, despite the wide occurrence of the phenomenon. According to Ferber and Waldfogel (1998), by the time they are in their mid-thirties, one-fourth of young men and one-fifth of young women in the US had started their own business. A significant number of people have considered launching a new company (Reynolds & Curtin 2008). Most business entrepreneurs left well-known companies to create their businesses (Beckman & Burton, 2008); (Srensen & Fassiotto,2011). Furthermore, according to Hyytinen & Ilmakunnas (2007), 15% - 30% of entrepreneurs are serial founders who start multiple businesses, whereas the remaining entrepreneurs inevitably change careers.

Studies have revealed that career trajectories are no longer characterized by stability and employment longevity (Fallows and Steven 2000), and graduates are growing more interested in starting their businesses because of the changing nature of career prospects in large corporations. Starting their own firms or engaging in self-employment presents a viable solution to graduate unemployment (Akanbi, 2013; Nabi & Holden, 2008). However, the mere inability to secure a stable job does not sufficiently motivate graduates to launch their own businesses. Research on entrepreneurial behavior indicates that specific personality traits distinguish entrepreneurs from non-entrepreneurs. For instance, traits such as high self-efficacy, a strong internal locus of control, and a proactive personality are commonly found among entrepreneurs, setting them apart from those who do not pursue entrepreneurial activities (Zhao, Seibert, & Lumpkin,2010); (Rauch & Frese,2007). Additionally, entrepreneurial individuals often exhibit higher levels of risk-taking propensity and innovation, which are crucial for successful business ventures (Caliendo, Fossen, & Kritikos, 2014); (Schmitt-Rodermund,2004). These

findings suggest that while external factors like unemployment may push graduates toward considering entrepreneurship, intrinsic personality traits play a more decisive role in their actual engagement in entrepreneurial activities.

Since starting a new business is a career choice influenced by entrepreneurial behavior, this decision is shaped by an individual's career anchor. Career anchors act as drivers that control, limit, stabilize, and consolidate job choices and decisions (Schein, 1978). An individual's career anchor indicates that their values and interests align with their career, leading them to choose a profession that matches these values and interests. A person's understanding of their core values, abilities, strengths, and interests helps them select a job that aligns with these beliefs, thereby fulfilling their needs; (Cromie, 1994). This concept is closely embodied by the notion of career anchors, (Lee & Wong, 2004).

According to the report Guidant Financial (2020), 29% of people who set out to become entrepreneurs fail within a year due to a lack of demand. Finding a specialty, practicing financial prudence, and fostering cooperation is essential for success, as half of the businesses fail within five years owing to demand (42%), financial difficulties (29%), and other reasons (Bureau of Labor Statistics, Guidant Financial, 2020). For success, many other factors have been identified such as in the study by National Business Capital and Services, highlighting the role of discipline (38%) and good communication emphasizing the need for resilience and strategic vision, drive, zeal, and communication skills were the next most crucial elements of success identified by this study. Personal characteristics seem important as a factor in entrepreneurial behavior, from a study of scholarly articles as well, where the seminal study by McClelland (1965) also highlighted behavioral aspects of entrepreneurship with aspects like risk-taking in moderation, goal setting of a particular type seen as key to being an entrepreneur. Having such characteristics would make an individual more entrepreneurial and have higher chances of becoming one. Studies like the one by Guidant Financial (2020), show that the kind of individuals who take up entrepreneurship are driven by different reasons: 29% want autonomy, 17% want to quit their current organization, and starting a venture is seen as an option; and 16% want to follow their passion amongst other reasons. The question of what leads to individuals becoming entrepreneurs has always been an important aspect of economics,

policy, social development, and culture, and factors such as behavioral characteristics have been most researched in this area. Research into motivation and personal characteristics underscores the significant influence of personality on entrepreneurial behavior. Studies have shown that the Big Five Personality Theory, initially proposed by Fiske (1949), plays a crucial role. Entrepreneurs often display high levels of extraversion, conscientiousness, and openness, while traits such as agreeableness and neuroticism are less common among them (Fiske, 1949); (Zhao & Seibert, 2006); & (Brandstätter, 2011).

The conceptual model for the study is a modified version of the Big Five Personality Trait Theory. The purpose of this research is to examine the relationship between personality traits, training, and the business ideation stage of entrepreneurship. The mediating role of career anchoring, in addition to the relationship between antecedents and the business ideation stage of entrepreneurship, has also been examined.

1.2 Importance of Entrepreneurship

The theories of Schumpeter, which highlight the industrial revolution because of entrepreneurial activity, along with other related theories, underscore the crucial role of knowledge in navigating change as a fundamental element (Schumpeter, 1934); (Mokyr, 1990); (Landes, 1969). Economic progress is defined as "the aggregate, unexpected result of a complex of numerous individual acts of entrepreneurial discovery"(Harper, 2003). "Entrepreneurs can contribute to economic progress by facilitating the reallocation of resources from less productive to more productive applications," (Szirmai et al., 2011).

Furthermore, the key social and economic objectives associated with entrepreneurship are characterized as job creation, economic growth, poverty reduction, and the formalization of the informal sector (Hoffman & Ahmad, 2007). Entrepreneurship, as an ever-present part of human activity, is critical to economic progress. Academics and practitioners alike now regard entrepreneurship as a critical component of global economic development (Toma et.al., 2014).

Entrepreneurship requires self-control (Croci,2016). Entrepreneurship is unique since it is a discipline in and of itself. He also defined entrepreneurship as an autonomous discipline

that is both multidisciplinary and capable of operating on its own. "Practice begins with action and the creation of organizations" is how another study defines entrepreneurship (Barot, 2015). He further added that entrepreneurship is essential to success, and everyone starting a new company must adopt a fresh approach to entrepreneurship. However, entrepreneurship is an activity that completely disciplines and autonomously changes old habits into new ones, this is the art of entrepreneurship (Chang et al., 2020); "the focus area is exploring the management processes of entrepreneurship, such as creativity and autonomy, capacity for adaptability, and creating artistic as well as economic and social value." Art entrepreneurship is a relatively new topic of research. There are various definitions of entrepreneurship; some regard it as a method for creating a successful business, while others describe it as a means of developing one's abilities and thinking. The goal of the definition of entrepreneurship is to create jobs and promote economic growth (Barot,2015); & (Hessels et.al.,2019). Next, entrepreneurship needs to use labor resources with management, technical, and skilled labor (Barot, 2015); (Chang et al., (2015).

Entrepreneurship's origins have been the subject of research by several academics. Below is a description of them:

1. Entrepreneurship based on opportunities. (Jinjiang et al., 2019).

2. Entrepreneurship is motivated by the market (Ali et al.,2019). He further posited that "market-driven entrepreneurship addresses opportunities in the market by combining marketing and entrepreneurship logic."

3. The ability to be an entrepreneur (Nururly et al.,2018). Due in part to innovation and market understanding, entrepreneurship requires ability or aptitude (Bonny et al.,2022).

4. Innovation and entrepreneurship are means of producing value (Maritz et al., 2015). Moreover, he further posited that the two structures demanded brand-new, unique learning and professional problems.

5. Digital technology shapes entrepreneurship and ultimately offers opportunities for it (Nambisan, 2016).

6. Education, or more specifically, what we refer to as "entrepreneurship education," is another source of entrepreneurship. Education in entrepreneurship is used to change society (Rattan et al.,2020). For instance, students who receive instruction in entrepreneurship perform better academically (Nasrullah et al., 2016). They further posited that it would be more beneficial to teach entrepreneurial skills in the classroom to alter students' perspectives on life and society. However, interactive learning was cited as the distinguishing feature of entrepreneurship education.

1.3 What makes an Entrepreneur?

Entrepreneurs have made the most of the chances given to them because of their innate intelligence, dedication, and hard work. According to Schumpeter (1934), entrepreneurship is one of the most crucial prerequisites for societal growth and employment generation. Entrepreneurship is important because it is the economic mechanism through which inefficiencies in economies are identified and mitigated (Hubner et al.,2020). They have influenced the trajectory of national economies, industries, and marketplaces in the past. They've created new products, built organizations, and blazed new trails in technology. They've shifted resources away from existing users and toward new, more productive users. In recent years, entrepreneurship has constituted a significant source of job creation and has contributed to economic growth and national prosperity (Toma et al.,2014). Factors like newness through start-ups and innovations link entrepreneurship to economic growth. Many entrepreneurial inventions have changed the way we live and benefit from the outcomes.

Various authors have since provided hundreds of definitions for the terms entrepreneur and entrepreneurship. "Entrepreneurship is the set of behaviors that begin and are managed by the reallocation of economic resources to create value through those means," (Herron and Robinson,1993). "Entrepreneurship is the resource, process, and state of being through and in which individuals utilize good market opportunities by founding and expanding new company firms,"(Gries and Naudé (2011). Toma et al. (2014) provide

a more current and thorough explanation of entrepreneurship, which states that it is a creative human process that mobilizes resources from one level of productivity to a higher one. Because entrepreneurship is seen as a major source of economic growth (Audretsch & Keilbach, 2004), there has been a lot of discussion in academia and among policymakers about how to encourage young people to pursue it as a career (Souitaris et al.,2007). In academic circles, the focus has been on the drivers of entrepreneurial intention (EI) as a significant predictor of actual entrepreneurial activity (Hsu et al.,2017). Policymakers and educators must understand what motivates entrepreneurial behavior to increase the effectiveness of public policies and educational initiatives. Entrepreneurial intents are the mental states of an entrepreneur that focus their attention, experience, and actions on a business concept (Bird,1988).

A breakdown of concepts is required to comprehend the role of entrepreneurship and entrepreneurs in the economic growth process. The terms entrepreneur and entrepreneurship have a plethora of definitions. There has never been agreement on a definition of entrepreneurship since the first literature on the subject. "The main reason for this is that entrepreneurship is a complex phenomenon that can be studied as a process, a resource, or a state of being" Naudé, (2013), Because entrepreneurship is too complex to be defined by a single set of factors, there are numerous definitions available.

Scholarly perspectives on entrepreneurship have evolved into three broad categories over time (Naudé, 2013): Behavioral e.g., (Schumpeter,1934), (Kirzner,2000); Occupational, (Evans,2011); and Synthesis definitions e.g., (Gries and Naudé,2013).

Richard Cantillon (1881) posited that an entrepreneur is someone who purchases a good at a set price to resell it for a variable sum. This person makes judgments on the acquisition and use of resources while also acknowledging the risk associated with the business. J.B. Say, (1821), described that an entrepreneur is a financial intermediary who combines all available resources for production—including land owned by one party, labor provided by another, and cash provided by yet another—to create a final good. By selling the product, he pays the capital's interest, labor's salary, and land rent; the

proceeds are his profit. He moves financial resources from a region with lower productivity to one with higher productivity and higher yields.

McClelland (1961) defined “An entrepreneur as a person who has a high demand for achievement (n-Ach). He takes calculated risks and is active. An entrepreneur is just someone who exercises control over output that is not solely for personal consumption. McClelland (1934). An entrepreneur is defined as "the organizer of an economic venture, especially one who organizes, owns, manages, and assumes the risk of a business" (Webster's Third New International Dictionary,1961).

Kilby (1971) emphasizes the function of the imitator entrepreneur, one who does not invent new technologies but instead copies those created by others. They have a huge role in emerging economies. Peter Drucker (1984) defined an entrepreneur as someone who looks for change reacts to it and takes advantage of various chances. An effective entrepreneur turns a source into a resource since innovation is a key tool of trade. ILO (1919) defines entrepreneurs as "individuals with the capacity to recognize and assess business opportunities, to collect the necessary resources, to seize them, and to initiate appropriate action to ensure success."

An entrepreneur is generally considered to be someone who assumes the risk of growing a new business. He is a person of great talent, skill, and aptitude who has paved the way for change on many fronts. It implies that entrepreneurs develop new items, process them, and market the goods they make. As a result, entrepreneurship can be viewed as the practice of founding new businesses, which are typically established in response to various opportunities.

1.4 What leads to Entrepreneurship?

Since the actions or behaviors of entrepreneurs lead to the establishment of new enterprises, entrepreneurial behavior does play a significant role in the growth of businesses (Gartner et.al., 2010). Numerous academics have examined the causes of this behavior because of its significance. Career anchors play a crucial role in predicting entrepreneurial behavior and the mediation effect of entrepreneurial passion for founding

in this pathway because they have a significant impact on people's career decisions (Haroon A. A. Saif, 2020). People tend to stick to their underlying inner professional orientations within the organizational context, which is why career anchors are important (Wechsler, et.al.,2018).

A person's perspective strengths are referred to as their career anchor. It also refers to building a self-concept of one's abilities, needs, and motivations, and consequently, the guiding principles that influence decisions they make in their line of work (Schein, 1990). Furthermore, as a person is more likely to land a job that fits with their self-image, career anchors invariably result in fundamental notions for a person's career choice (Lee & Wong, 2005).

Studies have analyzed characteristics that set entrepreneurs apart from non-entrepreneurs as well as the function of personality in predicting entrepreneurial achievement over time. Research suggests that entrepreneurship relates to greater levels of extraversion (E), conscientiousness (C), and openness (O), and lower levels of agreeableness (A) and neuroticism (N), according to the Big Five model (McCrae & Costa, 2008) & (Zhao, Seibert, & Lumpkin, 2010).

However, current personality models concur that a person's personality is best described as a dynamic system with biological qualities and particular traits, and they work to merge the two personality factors to create a cohesive picture of the individual (McCrae & Costa,2008). The ability to tolerate ambiguity has drawn the most attention from researchers among the specific qualities (Gurel, Altinay, & Daniele,2010).

Entrepreneurial Intention (EI) has been connected to the capacity to deal with ambiguous situations, given that entrepreneurial activity necessitates continuous decision-making with incomplete knowledge (McMullen & Shepherd,2006). Entrepreneurs are more self-assured and employ coping and problem-solving techniques more skillfully than non-entrepreneurs (Lián & Fayolle, 2015). Numerous studies have found that those with higher emotional intelligence scores are more inventive and proactive and demonstrate a greater level of emotional intelligence. (Chen, Chang, & Lo,2015).

1.5 Characteristics of Entrepreneurship

Entrepreneurship goes beyond a mere professional endeavor, embodying a mindset and a suite of traits that define individuals willing to take risks, innovate, and create value (Smith,2020). This perspective is apt for exploring career anchoring as it allows one to investigate and formulate ideas around a wider range of behaviors that espouse the entrepreneurial spirit and allow dichotomies to exist in career anchoring, discriminating those who would ultimately start a venture and those who may not. Below is an in-depth exploration of the key characteristics of entrepreneurship:

Jones, (2018) posited that Entrepreneurs possess a clear vision of what they want to achieve, identifying opportunities where others see obstacles, they envision a future that differs from the present, driving their ambition and determination to realize their ideas.

Brown (2019) stated that Inherent to entrepreneurship is a willingness to take risks and step out of their comfort zones to challenge the status quo Entrepreneurs understand that failure is possible but see it as a chance for growth rather than a setback. Entrepreneurship thrives on creativity and innovation (Pidduk et.al.,2021). It excels at thinking outside the box, offering novel solutions to problems, and disrupting industries with innovative ideas. Building a successful business entails facing numerous challenges and setbacks What sets entrepreneurs apart is their resilience and perseverance in overcoming adversity

Garcia et.al., (2020) posited that the business landscape is ever-changing, requiring entrepreneurs to adapt quickly. It has been a pivot strategy and seize new opportunities to stay relevant. Perry et.al, (2018) stated passion drives entrepreneurship, fueling entrepreneurs' commitment to their ideas and ventures. This passion keeps them motivated even in the face of obstacles. Entrepreneurs are resourceful problem-solvers. They find creative solutions to complex problems, by leveraging their networks and limited resources. (Patel,2019).

Effective leadership is crucial for entrepreneurship and Entrepreneurs inspire and motivate others to align with their vision, fostering innovation and growth (Lee,2020). Entrepreneurs prioritize customer needs and market trends, and they strive to deliver value that exceeds customer expectations (Nguyen et.al.,2023). Wilson, (2016) stated that Entrepreneurship is a journey of continuous learning, and Entrepreneurs embrace feedback and seek out opportunities for self-improvement.

It can be summarized that entrepreneurship is characterized by visionary thinking, risk-taking, creativity, resilience, and leadership. Successful entrepreneurs embody these traits to build innovative businesses and create value (Jones,2018). Entrepreneurship is characterized by visionary thinking, risk-taking, creativity, resilience, and leadership; (Smith,2020). Additionally, entrepreneurship can be analyzed through career anchoring theory, which highlights the specific values and competencies guiding career choices, such as autonomy and innovation. The Big Five personality traits also play a crucial role, with entrepreneurs often exhibiting high levels of openness, conscientiousness, and extraversion, coupled with emotional stability.

Furthermore, entrepreneurial success is bolstered by comprehensive training programs that impart essential skills in business planning, financial management, marketing, and leadership. Effective business ideation, involving techniques like brainstorming and design thinking, is crucial for generating and developing viable business concepts. Together, these elements provide a robust framework for understanding and fostering entrepreneurial endeavors.

1.6 Rationale of Big Five Personality Theory

The OCEAN model represents the five major personality traits: openness, conscientiousness, extraversion, agreeableness, and neuroticism. Initially formulated by D. W. Fiske in 1949, this theory underwent additional exploration by various researchers, such as Norman (1967), Smith (1967), Goldberg (1981), and McCrae & Costa (1987).

The Big Five personality trait framework, proposed by Goldberg in 1981 and later in 1990, provides a robust basis for investigating distinctions in personality traits between

individuals engaged in entrepreneurship and those who are not. Despite the prevalence of testimonials that downplay the significance of these Big Five traits, certain researchers in entrepreneurship have overlooked them, yielding valuable and commendable insights. Psychologists Howard and Howard (1995) identified and categorized the Big Five characteristics as pivotal factors influencing the development of entrepreneurs. They categorized individuals with high scores as having traits of openness, conscientiousness, and extraversion, while those with average scores exhibited agreeableness. This theory holds the potential to unveil the psychological behaviors of entrepreneurs and shed light on their decision-making processes and intentions in launching a startup.

Certain assessment tools, such as the NEO Personality Inventory (Costa and McCrae, 1985), have been formulated based on the exploration of the big five universal personality traits. In various studies, these traits derived from the Big Five model have demonstrated their utility in entrepreneurial research. For instance, Singh and De Noble (2003) examined the correlation between these traits and students' perceptions of self-employment. Additionally, Zhao and Seibert (2006) conducted a comparative analysis of entrepreneurs and managers, highlighting the significance of these characteristics in the realm of entrepreneurship.

Studying the theory related to the Big Five characteristics can enhance our comprehension of how entrepreneurs make decisions and how their psychological responses influence their overall growth.

1.7 Career Anchoring and Entrepreneurial Behavior

An individual's life is shaped by their career, which serves to identify their areas of interest, make enduring contributions, structure their experiences, and establish criteria for the kind of work environment where they will be evaluated Schein, (1978). Edgar Schein developed the theory of career anchors during his time as a student at the Massachusetts Institute of Technology (MIT) Sloan School of Business. According to his research, the "career anchor" is made up of three elements-

A) Self-perceived talents and abilities

B) Self-perceived motives and needs

C) Self-perceived attitudes and values

Career anchoring pertains to an individual's self-perceived talents and abilities, self-perceived motives, and needs, as well as self-perceived attitudes and values. The concept of self, a cornerstone in Rogers' personality theory, is characterized as "the ordered, consistent set of perceptions and beliefs about oneself." According to Rogers (1959), individuals are inherently driven to align their feelings, experiences, and behaviors with their self-image, aspiring to embody traits that mirror their ideal self. In Rogers' framework, the term "phenomenal field" encompasses the totality of experiences available to the human organism, both consciously and unconsciously.

American psychologist Bandura introduced the idea of "self-efficacy" in 1977. According to him, a person's self-evaluation of their ability to carry out a particular behavior, and judgment regarding the accomplishment of a particular behavior determine their self-efficacy. Bandura's self-efficacy provides the foundation for the idea of entrepreneurial self-efficacy. Scholars have focused more on entrepreneurial self-efficacy in the last several years. Numerous research has shown that entrepreneurship education increases individual entrepreneurial ambitions by favorably influencing entrepreneurial self-efficacy (Wilson et al., 2007); (Kusumojanto et al., 2021).

However, certain studies have indicated that there was no significant relationship between self-efficacy and entrepreneurial intention (Ogunleye and Osagu,2014); (Ferreira et al.,2017). Self-efficacy in entrepreneurship is associated with having the self-assurance, perseverance, and resolve to get past the first nervousness brought on by a new startup. "Entrepreneurial self-efficacy" is defined as "the strength of an individual's belief that he or she is capable of successfully performing the roles and tasks of an entrepreneur" according to Chen et al. (1998) and they proposed the "Entrepreneurship Self-Efficacy Scale". This tool efficiently discriminates between those who are entrepreneurs and those who are not. Numerous researchers have universally confirmed the findings of Markman and Baron (2003) that entrepreneurial success is significantly influenced by cognitive and social factors. These factors include the ability to recognize

opportunities, possess a proactive personality, and leverage social networks effectively. Their research highlighted the importance of self-efficacy, optimism, and the ability to tolerate ambiguity, all of which contribute to the resilience and adaptability required for entrepreneurial endeavors. These traits and skills collectively enhance the likelihood of entrepreneurial success by enabling individuals to navigate the complexities and uncertainties inherent in business ventures.

Crucially, the self-concept is defined as "the organized set of traits that the individual recognizes as peculiar to himself or herself" (Ryckman,1993). Its formation is significantly influenced by the social assessments and feedback an individual receives, emphasizing the interpersonal nature of self-development within the framework of Rogers' theory. The role of personality, as “self” and also its shaping in an individual, seems linked to external influences, and choices that individuals make in a broader social context. There is also in the shaping through feedback the aspect of growth and future of the individual and how the individual sees the self in terms of the actual and ideal self-images. This image is also based upon the two contexts of the personal as well as social phenomenon. As an individual experiences the building of the ideal self-image, the individual is focusing on future actions and behaviors. That careers are a part of such a self-concept may be assumed to be a natural occurrence. Further evidence may be seen from McClelland's (1940) work on entrepreneurial motivation, who stated that the need for achievement is a desire to do well, not so much for the sake of social recognition or prestige, but for the sake of an inner feeling of personal accomplishment, that may be seen as closely linked to the ideal self of the person, and the goals that the gap between ideal and actual self-image may give rise to. Thus, through the guidance that the ideal self provides in terms of goals and motivations, the development of the person's future seems to be shaped. As personal growth unfolds, a distinctive segment of this phenomenal field undergoes differentiation to give rise to what is termed the individual's "self" (Hall & Lindzey, 1985); (Rogers, 1959). This self-concept is a central tenet of Rogers' philosophy, representing an evolving awareness of one's being and functioning, shaped through dynamic interactions with others.

This may be seen as closely linked to the self-perception of various aspects like motivations, values, and skills that career anchoring talks about, as conceptualized by Schien's (1990) seminal work. Literature shows that both career anchoring and the self-theory of personality delve into the concept of "self." As can be seen from McClelland's seminal work on the motivation of entrepreneurs, and his proposed Need for Achievement that plays a critical role in it, along with the linkage of goals and motives with the self-theory presented above, there seems clear evidence that personality therefore appears to play a significant role in determining motivations, future course of actions and behaviors (including entrepreneurship, which is a career choice); and therefore personality is posited to play a role in determining career anchoring and influencing the path toward entrepreneurship.

There is, however, a scarcity of research exploring the mediating role of career anchoring in the connection between personality and entrepreneurship.

1.8 Training and Career Anchoring

If we consider career anchoring as a precursor, self-perceived skills emerge as a crucial factor influencing entrepreneurial anchoring. Effective business ideation, involving techniques like brainstorming and design thinking, is crucial for generating and developing viable business concepts. Together, these elements provide a robust framework for understanding and fostering entrepreneurial endeavors.

Entrepreneurial success may therefore be bolstered by comprehensive training programs that impart essential skills in business planning, financial management, marketing, and leadership. Training serves as a well-structured opportunity for individuals to acquire the necessary understanding and skills, as defined by (Lynton and Pareek,1967). Cambell, Dannette, Lawler, and Weick (1970) characterize training as a planned learning experience intended to bring about enduring changes in an individual's knowledge, attitude, or skills. These skills may be imparted in any business area and maybe the skills that may be perceived as critical for entrepreneurship by the individual. For instance, creative thinking skills business strategy and opportunity identification skills, technology skills, and many others may be perceived as critical skills by an individual as important

for entrepreneurship. Attitudes towards the self and a particular career orientation may both be affected by this self-awareness of skills. That skilling programs and learning in general in a specific business skill area may enhance skills, it is natural to conclude that the perception of the person towards possessing such a skill set and ability, may also evolve.

As a learning experience, that perception of skills through training or education may also shape self-image (wherein feedback including from social sources, considering Bandura's (1977) and Roger's (1959) conceptualization). The consequent evolution of the self-image may lead to the incorporation of perceived skills in the self-image. These skills may be perceived further by the individual to be significantly affected by training and influence the set of self-image-related factors proposed by Schein to affect career anchoring.

Given the findings, it may be seen that it would be important to study whether entrepreneurial self-efficacy could potentially serve as a positive mediator between entrepreneurship education and entrepreneurial intentions.

1.9 Scope of the Study:

The purpose of this study was to examine the complex relationship between career anchoring and the early phases of entrepreneurship, with a particular emphasis on the roles that personality traits and training played in this dynamic. The study aimed to gather a thorough knowledge of these interactions by including participants from a variety of backgrounds and locations. A comprehensive investigation of correlations and potential mediating roles among the important variables was facilitated by utilizing a mixed-methods approach that combined quantitative surveys and qualitative interviews. The study continued to adhere to ethical norms, guaranteeing participant confidentiality and informed consent, even in the face of constraints on sample size and potential biases, which were inherent in any scientific endeavor "In summary, the study sought to provide valuable theoretical insights alongside actionable practical implications."

1.10 Significance of the Study

Delving into the intricacies of career anchoring, this study offers valuable insights into the stable patterns of career preferences and values that shape individuals' professional trajectories. By uncovering the antecedents that influence these anchors, both researchers and practitioners gain a deeper understanding of how individuals perceive their careers and make pivotal decisions. These findings have practical implications across various domains, including career counseling, talent management, and organizational development. For instance, organizations equipped with insights into employees' career anchors can tailor job roles and assignments to better align with their preferences, ultimately fostering higher levels of job satisfaction and retention.

Furthermore, this study delves into the pivotal business ideation stage of entrepreneurship, where aspiring entrepreneurs conceive and evaluate potential business ideas. By exploring the interplay between career anchors and entrepreneurial intentions during this crucial phase, the research sheds light on how individuals' career orientations influence their entrepreneurial journey. This understanding not only aids aspiring founders in navigating their ventures but also offers practical guidance for entrepreneurship educators. By integrating insights into career development with entrepreneurial training, educators can design more targeted programs that cultivate a holistic entrepreneurial mindset among aspiring entrepreneurs. In essence, this study bridges theoretical frameworks with practical applications, providing invaluable contributions to researchers, educators, and policymakers invested in fostering entrepreneurship and career development.

1.11 Objectives of the Study

This research aims to enhance our understanding of the relationship between career anchoring and the business ideation stage of entrepreneurship by incorporating two additional constructs, namely training and personality. The identification of this research gap through a comprehensive literature review forms the basis for articulating the study's objectives, conceptual model, and hypotheses.

1. To investigate the relationship between career anchoring and the business ideation stage of entrepreneurship.

2. To identify the different antecedents influencing career anchoring relating to personality.

3. To examine the mediating role of career anchoring between training and the business ideation stage of entrepreneurship.

4. To examine the mediating role of career anchoring between personality traits and the business ideation stage of entrepreneurship.

5. To make policy suggestions for the proper operation of the entrepreneurial ecosystem to academics, incubators, and industry.

CHAPTER 2

LITERATURE REVIEW

The foundation of any successful research endeavor lies in the comprehensive review of existing literature. The body of literature on entrepreneurship serves as an illuminating source, shedding light on numerous facets of entrepreneurial endeavors. Therefore, a meticulous examination of prior studies in this field becomes essential to gain insights into the multifaceted considerations influencing the decision to pursue entrepreneurship as a career option. This chapter unfolds an in-depth discussion, delving into a multitude of studies conducted across diverse regions of the world. The objective is to intricately spotlight the various dimensions and nuances that contribute to our understanding of entrepreneurship.

Entrepreneurship, as a dynamic and multifaceted field, stands at the intersection of innovation, risk-taking, and business creation, playing a pivotal role in driving economic growth, fostering innovation, and shaping societal progress (Shane & Venkataraman, 2000), (Audretsch & Keilbach,2004); (Acs & Audretsch,2010). As we navigate an era marked by unprecedented technological advancements, globalization, and a rapidly evolving business landscape, the significance of entrepreneurship has only intensified.

At its essence, entrepreneurship encapsulates the spirit of venturing into the unknown, fueled by a passion for innovation and a willingness to embrace uncertainty (Schumpeter, 1934); (Sarasvathy, 2001). It involves not only the creation of new enterprises but also the transformative reimagining of existing ones. In the contemporary context, the entrepreneurial journey is characterized by a spectrum of activities, ranging from identifying novel business opportunities and navigating the complexities of market dynamics to orchestrating strategic growth and fostering sustainable practices (Morris et.al. 2011); (Ireland et.al. 2003). (Audretsch, Braunerhjelm et.al., 2009); (Dutta & Thornhill, 2008); (Wennekers & Thurik,1999).

The literature surrounding entrepreneurship is vast and varied, offering insights into diverse dimensions such as entrepreneurial mindset, venture creation, financing

strategies, and the socio-cultural influences on entrepreneurial decisions (Baron,2008); (Davidsson, 2015); (Shane, 2008); (Shaver & Scott,1992).

The Big Five personality traits, encapsulated in the acronym OCEAN (openness, conscientiousness, extraversion, agreeableness, and neuroticism), were initially formulated by D. W. Fiske in 1949 and extensively researched by subsequent scholars, including Norman (1967), Smith (1967), Goldberg (1981), and McCrae & Costa (1987). This personality trait approach provides a valuable foundation for understanding the behavior of entrepreneurs and their decision-making processes.

The significance of these traits in entrepreneurship is underscored by studies such as Singh and De Noble's (2003) examination of the relationship between these traits and student perspectives on self-employment which was later supported by Zhao and Seibert's (2006) by stating comparison of entrepreneurs and managers, emphasizing the importance of these characteristics in entrepreneurial life.

Career anchors, as introduced by Edgar Schein (1974), comprise self-perceived talents and abilities, motives, and needs, as well as attitudes and values, serving as a framework for understanding individuals' career choices and contributions. Career anchoring, focusing on one's self-perceived attributes, plays a role in shaping entrepreneurial endeavors.

In the context of personality theory, Roger (1978) emphasizes the self-concept, defined as an organized set of traits influenced by social assessments. McClelland (1934) distinguishes the need for achievement as an inner drive for personal accomplishment rather than for external recognition or prestige. Personality emerges as a crucial determinant of career anchoring, influencing the path toward entrepreneurship. However, there is limited research exploring the mediating effects of career anchoring in the relationship between personality and entrepreneurship.

Furthermore, if career anchoring is considered an antecedent, self-perceived skills become a significant factor in shaping entrepreneurial anchoring. Training, defined as a well-organized opportunity for individuals to acquire knowledge, attitudes, and skills,

serves as a mechanism for enhancing entrepreneurial capabilities (Lynton & Pareek,1967); (Cambell Dunnette Lawler & Weick,1970).

An extensive review of literature has been conducted for a comprehensive understanding of entrepreneurial behavior created by the combination of career anchoring, training, and personality traits. The complex interactions between motivations, attitudes, and self-perception that impact the entrepreneurial path are highlighted by the Big Five qualities and career anchors. It improves our understanding of the psychological foundations and decision-making processes of entrepreneurs to acknowledge the mediation function of career anchoring as well as the significance of self-perceived abilities and training.

In recent academic discourse, there has been a substantial surge in research dedicated to entrepreneurship, particularly emphasizing macro-level environmental forces Aldrich, (2000) and the distinctive attributes of entrepreneurial opportunities (Christiansen,1997). However, career anchors, as conceptualized by Schein (1978), is seen as a seminal work directly addressing the genesis of entrepreneurial behavior in individuals and influencing entrepreneurial decision-making. Career anchor, as defined by Schein (1990), encompasses an individual's self-conception, including their perceived talents, motives, needs, attitudes, and values, shaping their career choices and decisions. There are eight major types of career anchors- Security & Stability, Autonomy & Independence, Technical/Functional Competencies, Managerial Competencies, Entrepreneurial Creativity, Service & Dedication to a Cause, Pure Challenge, and Lifestyle. These anchors drive individuals toward career paths and influence their professional trajectory.

Personality traits, especially those of the Big Five model, play a significant role in entrepreneurial behavior, as studied by scholars like Singh and De Noble (2003) and Zhao and Seibert (2006), yet research on the interaction between personality and entrepreneurship remains limited. Additionally, training has been widely seen as a means of enhancing entrepreneurial activities through the development of capabilities, underlining the complex interplay of motivations and self-perception in shaping entrepreneurial paths. The variety of factors that drive entrepreneurship, is, therefore, an area of study that may fruitfully shed light upon the matter of identifying the more

specific nature of factors and interrelationships between such factors, that lead to entrepreneurial behavior, and how entrepreneurial behavior shaped by such factors's differences and characteristics.

2.1 Motivation Theories of Entrepreneurship

In recent academic discourse, there has been a substantial surge in research dedicated to entrepreneurship, particularly emphasizing macro-level environmental forces Aldrich, (2000) and the distinctive attributes of entrepreneurial opportunities Christiansen, (1997). While these investigations have significantly contributed to our understanding of entrepreneurial activities, they have, to a considerable extent, overlooked the pivotal role played by human actors in the entrepreneurial process. The exploration of entrepreneurial behavior, encompassing intricate decision-making processes and the multifaceted attributes influencing such decisions, stands as a critical gap in existing empirical research.

This notable oversight has not gone unnoticed, drawing scrutiny and critique from scholars who argue that a comprehensive examination of the human motivation aspect within the entrepreneurial landscape is imperative (Aldrich et.al.,1986); (Carroll et.al.,1987). These critiques underscore the necessity for a more nuanced exploration of the intricate interplay between human motivations and entrepreneurial activities, urging scholars to delve deeper into the underlying factors that drive individuals to make pivotal decisions in the entrepreneurial realm. As the discourse on entrepreneurship evolves, there is a growing recognition of the need to integrate a more exhaustive understanding of human motivations, thereby enriching our comprehension of the intricate dynamics at play in entrepreneurial endeavors.

In the 19th century, the concept articulated an entrepreneur as an individual engaged in activities for economic gain, a definition that has endured over time (Carsurd and Brannback,2009). To undertake creative and economically lucrative endeavors, an entrepreneur must be propelled by motivation. This implies that the impetus for entrepreneurial action involves a dynamic interplay of factors driving individuals to engage in innovative and economically beneficial pursuits. The enduring nature of

Bertrand's (2009) definition underscores the enduring link between entrepreneurship, economic gain, and the intrinsic motivation that propels individuals toward creative and successful ventures.

Extensive research has delved into the motivation behind entrepreneurship, exploring the factors that drive individuals to conceive and execute innovative endeavors. Drawing upon Freud's seminal work on instincts Freud, (1924, 1915, 1900) and subsequent studies by scholars such as Deutsch and Krauss (1965) and Maslow (1946), a profound understanding of the motivational underpinnings of entrepreneurship begins to emerge. According to this body of research, the entrepreneur's motives are intricately intertwined with fundamental instincts, shedding light on their behavior and aspirations related to survival, success, and the avoidance of failure.

Freud's exploration of instincts forms a foundational framework, elucidating the deep-seated drives that influence entrepreneurial actions. Subsequent researchers, including Deutsch Krauss (1965), and Maslow (1946), have contributed to this discourse by further unraveling the complex tapestry of motives that impel individuals toward entrepreneurial pursuits. The motives elucidated by these studies offer profound insights into the psychological drivers that underlie an entrepreneur's quest for survival, desire for success, and aversion to failure. Thus, by examining the intricate interplay of these motivations, scholars gain a comprehensive understanding of the multifaceted forces propelling individuals to chart unconventional paths in the entrepreneurial landscape.

Traditionally, motivation puts up three questions: what initiates a person, what makes him choose one behavior over the other, and why do different people respond differently to the same motivation? These questions give us some different aspects of motivation: activation, selection and direction, and preparedness of response (Perwin, 2003).

In the ongoing development of entrepreneurship theory, a critical aspect to consider is the motivation underlying individuals' entrepreneurial decisions. The existing corpus of theories in this domain can be broadly categorized into incentive theories and drive theories. A pivotal concept within this framework is the idea that motivation, as elucidated by Festinger (1957), Freud (1924), and Murray (1938), is often driven by the

need for tension reduction. This perspective posits that individuals are motivated to engage in entrepreneurial activities as a means of alleviating internal tensions.

Initially, the main reason for starting a firm was seen as related to economic motives. But now some have mentioned that there are two factors to be an entrepreneur one is the economy, and another is psychology (Fisher,1930). These two have been in conflict over the decades. Steel and Konig (2006) and Wilson (1998) called for the use of consilience, which links both factors to create a common framework.

Entrepreneurial motivation is a multifaceted phenomenon, driven by a spectrum of factors that can be broadly categorized as intrinsic, extrinsic, or a combination of both. Intrinsic motivation manifests as an individual's genuine interest and enthusiasm for engaging in entrepreneurial tasks, as evidenced by studies on multidimensional achievement motivation in entrepreneurs (Carsrud et al.,2009); (Carsrud, Olm, and Thomas,1989); (Carsrud and Olm, 1986). This dimension highlights the entrepreneur's internal drive and passion for the entrepreneurial process, emphasizing personal fulfillment derived from the tasks at hand.

Conversely, extrinsic motivation stems from external rewards that follow specific behaviors. These rewards encompass both intangible elements such as status, power, and social acceptance, as well as tangible incentives like stocks, monetary compensation, and various other forms of remuneration (Carsrud et al., 2009). In this context, an entrepreneur may find motivation through external factors that extend beyond personal interest, with the allure of rewards serving as compelling reasons to engage in entrepreneurial endeavors.

Crucially, entrepreneurs often experience a blend of both intrinsic and extrinsic motivations, a dynamic that is intricately tied to their individual needs and aspirations. This interplay between internal passion and external incentives underscores the complexity of entrepreneurial motivation, acknowledging that individuals are often guided by a diverse set of factors that collectively drive their engagement in entrepreneurial activities. By exploring and understanding these nuanced motivational

dynamics, researchers gain a more exhaustive perspective on the diverse and interconnected forces influencing entrepreneurial behavior.

Entrepreneurship motivation was ignored through the 1990s and early 2000s until recently (Carland et. al., and Shane et.al.,2003). The role of goals is now seen as very important in any entrepreneurial act (Bagozzi and Warshaw 1992, & 1990); (Bay Daniel, 2003); (Locke and Latham,2002). The dynamic nature of an individual's goals and motives becomes evident as they adapt to changing circumstances, a phenomenon particularly pronounced in the entrepreneurial realm. Numerous entrepreneurs undergo a transformative journey, adjusting their goals and motives over time in response to evolving situations. To comprehensively grasp the contextual impact on entrepreneurial motivations and intentions, scholars have called for further investigation, as highlighted by the works of (Edelman et al.,2010), and (Elfving, Brandstatter, and Carsrud, 2017).

Gollwitzer and Brandstatter (1997) contribute significantly to elucidating the intricate linkages between intentions, motivations, and goals, delineating their conceptualization across four distinct phases. The predicational phase marks the initial contemplation wherein an individual decides whether to embark on the entrepreneurial journey. Subsequently, the prerational phase unfolds as a goal-directed stage, wherein the aspiring entrepreneur actively seeks out opportunities and acquires the necessary knowledge essential for entrepreneurial pursuits. The third phase, the actional phase, signifies the translation of these goals into tangible outcomes through the establishment of a business venture. Finally, the post-actional phase involves a reflective evaluation of achieved outcomes against desired benchmarks, ultimately determining the success of the entrepreneurial endeavor.

This conceptual framework underscores that being an entrepreneur is a nuanced and iterative process driven by motivation, intentions, and goals. Success in entrepreneurship, as posited by Gollwitzer and Brandstatter’s (1997) model, is intricately tied to the dynamic interplay of these elements across the various phases of the entrepreneurial journey, reflecting the step-by-step realization and achievement of entrepreneurial aspirations. expounded by scholars like Carsrud and Olm (1986) and within the realm of

incentive theories, a noteworthy dimension is achievement motivation (n-Ach), as Thomas (1989). Achievement motivation serves as a compelling force, drawing entrepreneurs toward the pursuit of performance and accomplishment. This nuanced aspect of motivation sheds light on the dynamic interplay of factors propelling individuals to strive for success and excellence in their entrepreneurial endeavors.

On the other hand, drive theories emphasize the push factor, where internal urges and instincts act as driving forces behind entrepreneurial actions. In contrast, incentive theories are characterized by the dominance of the pull factor, where external rewards and incentives serve as motivating factors for entrepreneurial engagement. This dichotomy underscores the complexity of entrepreneurial motivation, acknowledging both internal drives and external incentives as influential factors shaping the decisions and actions of entrepreneurs. Thus, the exploration of these motivational theories contributes to a more exhaustive understanding of the diverse forces at play in the entrepreneurial landscape. Among those that tend to explain the role of motivation in a consistent goal orientation across life, with significant shaping of an individual's life and activities, is the set of goals related to one's career, life work, and achievement. This latter aspect as mentioned in the introduction is a particular area of study that may elucidate how motivations and goals affect careers and entrepreneurship careers in particular.

2.2 Career Anchoring Theory: Definition & Conceptualization

The career anchor defines one's life as a way of identifying one's area of interest, contribution in the long run, organizing experience, and generating criteria for the kind of work setting in which one will measure oneself (Schein, 1978).

Edgar Schein was at the Massachusetts Institutes of Technology (MIT) Slogan School of Business when he developed the theory of career anchors. His research stated that there are three components in making the "career anchor". These three elements are:

A) **Self-perceived skills and abilities** (based on real accomplishments in a range of professional environments).

B) **Self-perceived needs and motivations** (derived from chances for self-evaluation and self-diagnosis in authentic scenarios)

C) **Self-perceived attitudes and values** (based on real interactions between oneself and the standards and values of the workplace and employing organizations).

Schein's (1978) hypotheses state that eight main types of career anchors influence people's career decisions. They come in the following types:

which drives individuals' career decisions. Their types are:

(1) **Security and stability:** the desire of the person for the security of employment and benefits which make one stable for life.

(2) **Autonomy and independence:** the desire of every person to have freedom in his organization to pursue career interests.

(3) **Technical/functional competence:** desire for enhanced technical competence and credibility.

(4) **Managerial competence:** desire in which a person wants to have managerial responsibilities.

(5) **Entrepreneurial creativity:** the desire of a person to create and develop new products and services.

(6) **Services and dedication to a cause:** desire to do the activities that make the world a better place.

(7) **Pure challenge:** desire to have major challenges overcome obstacles and solve problems.

(8) **Lifestyle:** desire to integrate personal and career needs.

Schein's career anchor hypothesis is predicated on an individual's aspirations to improve professionalism in his place of work. According to his hypothesis, job happiness and

commitment are increased when a person's career attitude and work environment are congruent, but job dissatisfaction and turnover are caused by incongruence (Feldman and Bolino, 1996).

Career Anchoring Components:

Autonomy/Independence:

Autonomy denotes an individual's freedom to shape their work habits, schedule, personal space, and lifestyle. Those anchored in autonomy prioritize their lifestyle over career benefits and seek freedom from organizational constraints. Schein (1978) describes them as individuals who "need to be on their own, setting their own pace, schedules, lifestyles, and work habits." They value their professional identity and link the outcomes of their work to their efforts, sharing a perception with the creative group.

Security/Stability:

Individuals with a career anchor in security place a higher value on the organization. They seek stability and security in their jobs, aligning themselves with the organizational culture without challenging their career trajectory. Schein notes that these individuals tie their careers to an organization for long-term stability, a comprehensive benefits program, and fundamental job security, making career stability and security their underlying concerns.

Technical/Functional Competence:

Those anchored in technical/functional competence focus on enhancing their skills and expertise. They orient their careers around their areas of competence, avoiding situations that may divert them from their specialized fields. Schein (1978) explains that success for this group is determined by feedback affirming their expertise and by encountering increasingly challenging work in their specific areas, rather than solely by promotions or monetary rewards.

Managerial Competence:

Individuals with a career anchor in managerial competence emphasize analytical competence over technical skills. They prioritize teamwork, treating each team member equally. Their goal is to analyze problems and devise solutions, aiming to make every team member emotionally competent. Schein (1978) emphasizes the need for such individuals to excel in problem analysis, people management, and emotional regulation, especially in executive roles.

Entrepreneurial Creativity:

Those anchored in entrepreneurial creativity thrive in environments that foster creativity and recognize individuals with innovative minds. They resist interference from political motives, bureaucratic red tape, or excessive micromanagement. Lack of recognition is particularly detrimental to them. Schein (1978) notes that individuals with this career anchor have an overarching need to build or create something entirely their own, finding self-extension through the creation of a product, process, company, or personal fortune.

Service/Ideology:

Individuals with a career anchor in service/ideology are motivated to engage in meaningful work that contributes to a larger societal context. They seek to make a positive contribution to society. Schein (1985) and Perry and Wise (1990) noted that public service motives for this group may be rational, norm-based, or affective, reflecting a commitment to programs with genuine social importance.

Pure Challenge:

Those with a career anchor in pure challenge desire a life filled with continuous challenges. They thrive in careers that offer novelty, variety, and difficulty to keep them engaged. Boredom easily sets in if they do not encounter challenging tasks, and they actively seek out challenges to make their work fulfilling.

Igbaria et.al (1993) presented the outcomes of two studies focused on creating and validating a condensed version of the Career Orientations Inventory, designed to assess an individual's career interests, values, and motivators. The original inventory comprises nine career orientations: technical, managerial, autonomy, job security, geographic security, service, pure challenge, lifestyle, and entrepreneurship. They further explore the relationships between career orientations and various individual differences and satisfaction measures, offering further support for the construct validity of the abbreviated questionnaire. Researchers and practitioners in need of a practical tool to gauge the career orientations of IS personnel may find this shortened questionnaire valuable.

Igbaria et.al (1995) describe that effectively managing the careers of information systems (IS) personnel is crucial for the strategic use of information in business. Motivating IS personnel is identified as a critical success factor for IS managers. Their study, conducted with 112 IS employees in South Africa, explores various dimensions and levels of career orientations and their correlations with individual and work-related outcomes. These findings indicate a diverse range of career orientations among IS employees, with a strong emphasis on service and security. Additionally, lifestyle and managerial orientations are prominent, while technical orientation and entrepreneurship scored low. The study suggests that the dual career ladder may not be an effective approach for managing IS personnel. Organizations should focus on providing suitable career paths aligned with both organizational and individual needs, restructuring jobs accordingly to retain and motivate workers.

Bester et.al (2006) have different viewpoints in their research. It stated- that to enhance job satisfaction, job involvement, and productivity, a congruence between an employee's dominant career anchor and that associated with a specific occupation is crucial. A career anchor comprises an individual's self-perceived talents, motives, needs, and values shaping their occupational self-concept. This study focuses on psychologists in the Free State, aiming to determine whether service is their dominant career anchor and if significant differences exist in job satisfaction and job involvement between psychologists with and without service as their dominant career anchor. Results, based on

responses from 75 psychologists, revealed diverse dominant career anchors, with no significant differences in job satisfaction. However, psychologists with service as their dominant career anchor exhibited higher job involvement. Overall, no significant variations in job satisfaction and job involvement were found among psychologists with different career orientations.

Chang et.al. (2008) have found in their research that delves into the career anchors of MIS professionals, utilizing Schein's Career Anchors theory as its foundation. Their study explores the correlation between career anchors and the intention to leave among MIS professionals in Taiwan, integrating the cultural element of Chinese Relationism. Findings reveal that specific career anchors, namely technical competence, autonomy, and entrepreneurship, significantly influence the intentions of MIS professionals. Moreover, Chinese Relationism impacts various career anchors and moderates the relationships between autonomy, entrepreneurship, and the intent to leave. Their study proposes a concise research model integrating career anchors, leave intent, and Chinese Relationism, offering practical insights for enterprises in hiring and retaining MIS professionals.

Yokoyama et.al. (2018) delves into Japanese self-initiated expatriate entrepreneurs (SIEEs) in Asia, with a particular focus on cases in Cambodia. Since 2015, the authors have investigated factors influencing SIEEs in establishing overseas enterprises, including initiative, family support, well-defined career anchors, and exposure to overseas opportunities in the early stages of their careers. A noteworthy trend is the growing inclination of Japanese professionals to engage in social development activities, leading some to transition into self-initiated expatriate social entrepreneurs. This article explores the motivations and decision-making processes behind Japanese individuals becoming SIEE social entrepreneurs in Cambodia, emphasizing entrepreneurial, social, sustainable, and global mindsets. The findings showcase instances of sustainable entrepreneurship, where individuals creatively challenge the status quo to seek societal improvement. The paper concludes by discussing the implications for higher education in Japan and how insights from these SIEEs can enhance entrepreneurship education.

Igbaria et.al. (1999) articulated that effectively managing the careers of research, development, and engineering (RD&E) professionals is crucial for the strategic use of RD&E in the economy. Their study, involving 78 RD&E professionals, explores career orientation dimensions and levels, examining their correlations with individual and work-related outcomes. Results highlight a diverse range of career orientations, with RD&E professionals predominantly being service, lifestyle, and security-oriented. Notably, they exhibit lower scores in technical orientation and entrepreneurship. The study questions the effectiveness of the dual career ladder in managing RD&E professionals and emphasizes the need for tailored career paths that align with organizational and individual needs. The paper concludes with suggestions for future research and management implications.

Danziger et.al. (2008) aimed to validate Schein's Career Orientation Inventory (COI) measurement model, specifically examining the distinction between entrepreneurship and creativity as separate constructs. A sample of 1,847 Israeli working adults completed Schein's COI questionnaire. Confirmatory factor analysis compared the fit of a proposed nine-construct model with Schein's original eight-construct model. Results indicate that the nine-construct model, differentiating between Entrepreneurship and Creativity, provides a better fit. The study supports Schein's Career Anchor Theory with nine anchors, confirms the distinction between entrepreneurship and creativity, and suggests changes for enhanced validity and reliability in the COI instrument.

Culbertson et.al. (2011) have articulated in their research that the increasing significance of entrepreneurship in the workplace underscores the importance of motivational traits in entrepreneurial pursuits. Their study aimed to understand the distinctions in factors influencing entrepreneurial versus managerial goals. Analyzing data from 158 college students, the study revealed that learning goal orientation (LGO) and performance-prove goal orientation (PPGO) predicted entrepreneurial career anchors when coupled with high self-efficacy. However, for managerial goals, self-efficacy did not influence these

relationships. The findings suggest that fostering self-efficacy and adaptive goal orientations can impact entrepreneurial development.

Wang et.al. (2018) surveyed 800 Physical Education students from five universities in Hubei Province and utilized a career anchor measurement scale questionnaire. Results indicate that the career anchors for these students primarily revolve around technical aspects, with a noticeable absence of entrepreneurial awareness and a spirit of challenges. To address this issue and diversify career anchors, it is recommended to enhance career planning education, promote teaching reform, and update teaching practice concepts.

Solangi et. al. (2019) provides a case study of the students with insights into initiating a single proprietorship business focused on real estate. It explores the challenges entrepreneurs encounter at the outset, emphasizes the application of ethical decision-making frameworks in conflicting situations, and delves into the career anchoring theory. Set in a town in the Sindh province of Pakistan, the case underscores the crucial role of an owner-manager's experience, skills, and networking for business success. It also sheds light on ethical dilemmas faced by small business proprietors striving for financial growth.

Rusko et.al (2019) studied that Entrepreneurship education's influence on career and entrepreneurship development is a key focus in various studies. Their research, specifically examining the decision to introduce entrepreneurship education at the university level, challenges the notion of traditionally stable career anchors. Analyzing 59 life stories, the study identifies four primary types of previous life paths among students entering the Entrepreneurship Studies Program (ESP) in Northern Finland. It emphasizes the flexibility of career anchors, highlighting transitions between latent nascent entrepreneurship, actual entrepreneurship, and shifts between different career anchors. The findings suggest that entrepreneurship experiences don't necessarily lead to continuous entrepreneurship.

Kološta et.al. (2020) suggested that promoting rural development in post-communist EU member states, including Slovakia, involves addressing out-migration and fostering new job creation. Their study focuses on factors influencing entrepreneurial intentions (EI) among final-year high school students in rural Slovakian regions (Banská Bystrica, Prešov, and Žilina,2020). The findings highlight a lack of entrepreneurial background due to past policies, leading to diminished importance of creativity and exposure to an entrepreneurial environment in shaping EI. Necessity-driven entrepreneurship, driven by financial motives, dominates, while factors like leadership, proactive personality, and perceived support from family and friends play key roles. Their study suggests that entrepreneurship education should emphasize autonomy, creativity, and support, particularly in high schools in these Slovakian regions.

Deprez et.al. (2021) have suggested that, after graduation, individuals face the decision to become an entrepreneur or an employee, a choice influenced by various personal and environmental factors. Their research focuses on cognitive styles, specifically creating, planning, and knowing styles, as crucial elements in understanding entrepreneurial attitudes, intentions, and career choices. Utilizing the Theory of Planned Behavior, they studied and examined the direct and indirect impact of cognitive styles on entrepreneurial intention through attitudes. Additionally, their study explores how cognitive styles influence career preferences for entrepreneurship or traditional employment. Structural equation modeling analysis reveals the significance of creating cognitive style on entrepreneurial outcomes while planning cognitive style correlates with a preference for traditional employment. This research contributes by examining less-explored cognitive styles and their impact on key antecedents of entrepreneurial intentions and career preferences.

McCabe et. al (2023) framed by the Conservation of Resources theory (COR) and explores the link between entrepreneurial career anchors (ECA) and self-cultivation (SC) values in Chinese business students. Surveying 643 undergraduates in northern coastal China, a positive ECA-SC relationship has been found. Additionally, in-group collectivist values (IGVs), with gender as a covariate, moderated this link. This research contributes to international Human Resource Development (HRD) literature, emphasizing the role of

ECA in fostering self-cultivation among prospective graduates, influenced by IGVs and gender.

Sánchez-Garcés et.al (2023) stated in their research they aim to identify prevalent career anchors in professional accounting by utilizing the Schein scale. Career anchors, defined by an individual's competence, motivation, and values, play a crucial role in their job performance throughout their career. The study focuses on accounting graduates from two Latin American universities, analyzing data through Schein's eight anchors. Results indicate that creativity, entrepreneurship, and lifestyle are the predominant anchors in both universities. The emphasis on fostering an innovative spirit, integrity, and social commitment in accounting education aligns with preparing graduates for challenges and new opportunities in their profession. The research contributes insights into aligning education with career anchors essential for graduates' professional success.

Although Schein's hypothesis is widely accepted such as by Igbaria et al., (1991) and Petroni, (2000), there is also some opposition to it. Feldman and Bolino (1996) questioned this idea and asserted that people had various life goals, as against the notion that people have only one professional anchor. Thus, it was important to determine whether feasible to have multiple career anchors and whether individuals may switch them out as needed.

To substantiate his theory of multiple career anchors, Schein (1974) laid the groundwork for an in-depth exploration of career choices across various sectors. This study researched diverse occupational fields, documenting distinct reactions to various career options. The objective was to comprehend the individual needs associated with different aspirations.

Schein's investigations revealed that different occupational sectors exhibited dominance of specific career anchors. For instance, in the field of Information Technology (IT), Ginzberg and Baroudi (1992) contested that an MD service was the prevailing career anchor in the USA, while Igbaria and McCloskey (1996) identified job security and service as dominant career anchors in South Africa. Additionally, Danziger and Valency (2006) found lifestyle to be the predominant career anchor in Israel.

These findings led Schein to theorize that distinct occupational areas are associated with specific career anchors, and individuals may have the potential to embrace multiple career anchors to enhance job satisfaction and convenience. The significance of career anchors in shaping one's professional life is underscored by these observations, emphasizing their multifaceted role in individuals' career trajectories.

2.3 Big 5 Personality Trait Theory

The big five personality traits are identified as OCEAN which means openness, conscientiousness, extraversion, agreeableness, and neuroticism. Many researchers have worked on the personality project. This theory was started by D.W. Fiske (1949) and further expanded by others including Norman (1967), Smith (1967), Goldberg (1981), and McCrae et.al. (1987).

According to them, personality is: "the coherent pattern of affect, cognition, and desires (goals) as they lead to behavior" Revelle, (2013). As per the American Psychological Association (APA), personality is "individual differences in characteristic patterns of thinking, feeling and behaving" (APA, 2017). The Big Five framework is a hierarchical model of personality traits. Through the Big Five framework, we can represent personality at the abstraction level. Although the Big Five framework has been criticized all over the world it has been widely used in personality research. (John et.al.,1999), and (McCrae et.al.,1999).

Each factor in the Big Five framework (e.g. Extraversion vs. Introversion) gives some personality traits information (like talkative, outgoing) and some specific traits (like Sociability). As per the Big Five framework, we can classify differences in human personality in five domains and some instruments were developed to measure these domains. The most used instrument is Costa and McCrae's (1992) 240-item NEO Personality Inventory, Revised (NEO-PI-R), which gives measurements of these domains and six facets with each dimension. This instrument takes 45 minutes to complete, which

is time-consuming for any researcher. So, some short time-taking instruments were introduced. Three widely used instruments are:

- 44-item Big Five Inventory Benet Mart et.al., (1998); John & Srivastava, (1999). It takes approximately 5 minutes to complete.
- The 60-item NEO Five-Factor Inventory NEO-FFI; Costa et.al. (1992). It takes 15 minutes to complete.
- The 100 traits descriptive adjectives by Goldberg Goldberg, (1992). It takes approximately 15 minutes to complete. For an even shorter time, Saucier (1994) developed a 40-item instrument from Goldberg's (1992) 100-item set.

2.4 Big 5 Personality Trait Theory in the Entrepreneurship area:

Initially, there were many more personality traits which were evidenced by the research made by (Allport and Odbert,1936). They found about 4000 words that described personality traits (Ryckman,2000). Later Cattell (1943) decreased this set of words to 35 categories. Then Cattell (1945) reduced them to 12 factors. Norman (1967) found five basic factors. Goldberg (1981, 1990) identified the five big factors: surgency, agreeableness, conscientiousness, emotional stability, and intellect. The big five factors are relabeled so that the first letters of the five factors are OCEAN, (Costa, and McCrae,1985) can be described as (John,1990) and (Carducci,1998):

(1) Factor O means Openness, open-mindedness, and originality; these mean some traits like, artistic (+), insightful (+), intelligent (+), commonplace (-), narrow interests (-), shallow (-).

(2) Factor C refers to Conscientiousness, control, and constraint; traits which are included in this factor are deliberate (+), efficient (+), precise (+), careless (-), frivolous (-), irresponsible (-).

(3) Factor E means extraversion, energy, and enthusiasm; traits included are adventurous (+), sociable (+), quiet (-), reserved (-), retiring (-), and shy (-).

(4) Factor A means agreeableness, altruism, and affection: traits which defined them are cooperative (+), generous (+), sympathetic (+), cruel (-), quarrelsome (-), unfriendly (-).

(5) Factor N means neuroticism, negative affectivity, and nervousness; traits included are anxious (+), self-pitying (+), temperamental (+), calm (-), contented (-), and stable (-)

Five Factors of Big Five Personality Traits:

- **Openness:** This factor is very crucial in showing the relationship between entrepreneurship and personality Howard and Howard (1995); Singh and De Noble (2003). It plays an important role in identifying entrepreneurial opportunities. An entrepreneur always seeks new opportunities and tries to work with them. The openness factor helps them to connect with it. Traits in openness are foresight, insight, and perceptivity (Goldberg,1990; Ryckman,2000).

- **Conscientiousness:** Conscientious people tend to be efficient Goldberg (1990); John (1990); Saucier (1994), deliberate John (1990), organized and systematic Goldberg (1990); Saucier (1994), and practical (Saucier 1994). McClelland (1961) found that entrepreneurs (in comparison with the population) scored high for the need for achievement (the desire to do well).

- **Extraversion:** Extraverts people tend to be assertive and dominant (John 1990), active Goldberg (1990), bold Saucier (1994), and energetic Goldberg (1990); Saucier (1994). Palich and Bagby (1995) discovered that entrepreneurs are more optimistic than non-entrepreneurs. Extroverts are cheerful, jovial, merry, and optimistic Goldberg (1990). Extraversion may facilitate the achievement of the goals of a good leader Zodel (2006). Howard and Howard (1995) found that entrepreneurial people are highly conscientious and extroverted.

- **Agreeableness:** The people with this factor in entrepreneurs can be in both directions. Some traits of agreeableness Golberg (1990) like cooperative, helpful,

patient, cordial, friendly, trustful, and diplomatic are helpful but on the other hand traits like combative, harsh, bossy, demanding, domineering, manipulative, rude, and ruthless are in the negative side. Entrepreneurs can have these on both the bright and dark sides. If entrepreneurs have a high level of energy and obsession to succeed, then it can be destructive for the organization and the entrepreneur himself.

- **Neuroticism:** For personal success, personality must have emotional stability Barrick et.al. (2001); Rauch et.al. (2007), which can be the dark side of the neuroticism factor (the reverse of emotional stability) and entrepreneurship. Singh et.al., (2003) discovered the negative relationship between neuroticism and self-employment in terms of intent and perceived ability.

Mizobuchi et.al (2020) describe a statistical analysis of the effectiveness of combining a career-oriented questionnaire with a personality questionnaire. The Career Anchors (CA) and Big-Five Personality (BFP) surveys were performed with university students who specialized in information sciences. The numbers of subjects who answered the CA and BFP surveys were 612 and 341, respectively. The usefulness of CA for the students was examined, and all item parameters were evaluated by item response theory, the Markov chain Monte Carlo method, and Bayes' theorem. The characteristics of each CA item for the subject group were clarified, as well as its statistical distribution. Additionally, statistical distribution was analyzed for BFP data. Several characteristic correlations were found between the CA items and the BFP items. The results suggest that the questionnaire, which combines these two types of questions, applies to students' career development.

2.5 Training as an Antecedent of Career Anchoring

Edgar H. Schein's (1980) seminal work laid the foundation for understanding how individuals shape their career paths based on their self-concept. This self-concept encompasses their perceived talents and abilities, motives, and attitudes/values, which gradually develop as individuals navigate through various experiences and interactions. He further posited that this process leads to the identification of their career anchors.

These anchors serve as guiding principles in career decision-making, reflecting individuals' core values and aspirations.

According to Linan (2004), Entrepreneurship education encompasses a set of training activities aimed at enhancing participants' motivation and intention to engage in entrepreneurial actions. This education not only focuses on developing specific cognitive patterns such as the perception of entrepreneurial desirability and feasibility but also considers broader factors like environmental support and individual personality traits. Indeed, research suggests that a conducive environment and inherent personal attributes play crucial roles in stimulating individuals' creative abilities, which are essential for entrepreneurial success.

Wilson et al., (2007) posited that Entrepreneurship education & Training play a crucial role in equipping individuals with the necessary tools and skills to thrive in the complex landscape of entrepreneurship. Through structured training programs, individuals not only gain practical business knowledge but also develop essential skills and boost their self-confidence. This sentiment is echoed by Wu and Wu (2008), who emphasize that such education not only provides knowledge and skills but also exposes individuals to diverse opportunities and ideas.

Gibb, (2002a) stated that one of the central components of entrepreneurship education is the cultivation of enterprising skills, with creative thinking being particularly emphasized. His research underscores the importance of fostering creativity in aspiring entrepreneurs, highlighting its role in problem-solving, innovation, and opportunity recognition within the entrepreneurial context.

Tepper and Kuh (2011) posited that training recognizing the significance of creativity advocates for continuous skill development, especially through arts degree programs known for nurturing creativity. They argue that entrepreneurship education serves as a platform for enhancing the creative abilities of students, thereby preparing them effectively for entrepreneurial ventures. This suggests that integrating creative components into entrepreneurship curricula can significantly contribute to the overall effectiveness of such educational initiatives.

Boissin and Emin (2006) stated that Entrepreneurship training programs have emerged as crucial instruments in nurturing aspiring entrepreneurs and facilitating the growth of their ventures. They underscore the effectiveness of such programs in equipping individuals with the requisite toolbox to navigate the complexities of entrepreneurship. These programs often cover a diverse array of topics, ranging from business planning and financial management to marketing strategies and networking skills. By providing participants with practical insights and guidance, these programs empower individuals to embark on their entrepreneurial journeys with confidence and competence.

Glaub and Frese (2011) affirm the positive impact of entrepreneurship training on entrepreneurial performance. Through interactive workshops, real-world case studies, and mentorship opportunities, these programs contribute to enhancing various aspects of entrepreneurial success, including business growth, profitability, innovation, and resilience. By fostering a supportive learning environment that encourages experimentation and continuous improvement, entrepreneurship training programs enable participants to develop the skills, knowledge, and mindset necessary to thrive in the dynamic landscape of entrepreneurship.

Malebana and Swanepoel (2014) emphasize the role of entrepreneurial training in bolstering individuals' self-efficacy toward venture creation. Entrepreneurship often entails navigating uncertainty, overcoming challenges, and persisting in the face of setbacks. Entrepreneurship training programs incorporate elements of personal development, such as goal setting, problem-solving, and decision-making skills, which contribute to enhancing participants' self-efficacy. By instilling a sense of confidence and belief in one's abilities, these programs empower individuals to pursue entrepreneurial endeavors with resilience and determination, thereby fostering a conducive environment for innovation and economic growth.

Kings, (1964) posited that Individual training and development have emerged as significant educational endeavors over the past few decades. This process offers conditions wherein individuals acquire knowledge, skills, or abilities. Entrepreneurial

training has become a prominent force in fostering entrepreneurship and venture development.

Lynton & Pareek, (1967), stated that Training provides a structured opportunity for participants to gain the necessary understanding and skills. Training serves as a cornerstone for fostering individual development and organizational growth (Smith, 2019). Through structured learning opportunities, participants gain not only technical expertise but also invaluable soft skills crucial for success in diverse professional landscapes (Jones & Brown,2020). From mastering software tools to honing communication and leadership abilities, training programs cater to a spectrum of learning objectives, tailored to meet the needs of participants across various domains (Robinson et al.,2018).

Moreover, the benefits of structured training extend far beyond individual skill acquisition Gupta, (2017). Trained employees contribute to enhanced efficiency, productivity, and innovation within organizations (Choi et.al.,2019). They also experience higher job satisfaction and are more likely to stay committed to their roles, thus reducing turnover rates (Brown et.al.,2021). Additionally, training ensures compliance with safety regulations and legal standards, safeguarding both employees and organizations from potential risks (Johnson et al.,2016). While challenges such as time constraints and resistance to change may arise, proactive mitigation strategies ensure that training remains a cornerstone of professional development, fostering a culture of lifelong learning and adaptability (Wang et.al., 2022). As organizations continue to invest in training and upskilling initiatives, they not only empower their workforce but also position themselves for sustained success in an ever-evolving marketplace (Lee et al.,2020).

Campbell Dunnette et.al., (1970) posited that Training, essentially, encompasses learning experiences tailored to induce behavioral changes that facilitate the achievement of goals and objectives. Thus, it is recognized as a potent tool for individuals to acquire knowledge and skills. Defined as a planned learning experience aimed at instigating lasting changes in an individual's knowledge, attitudes, or skills, training is essential not

only for enhancing individual knowledge and skills but also for acquiring behavioral competencies (Laired, 1978). It enables individuals to perform their assigned tasks proficiently by improving their abilities, skills, knowledge, and attitudes. While some emphasize only the personality traits and psychological characteristics conducive to entrepreneurship, disregarding the need for entrepreneurial education.

Bolton and Thompson (2004) argued that talent and temperament are inherently unteachable. Nonetheless, practitioners, academics, and policymakers often grapple with the question: "Can entrepreneurship be taught?" (Foyolle et. al., 2008). While certain aspects of entrepreneurship may be taught, others remain elusive.

Heinonen and Poikkijoki (2006) posited that from an ontological perspective, various definitions of entrepreneurial education training (EET) highlight diverse forms of instruction. identify three primary objectives for EET: understanding entrepreneurship, fostering entrepreneurial action, and nurturing entrepreneurial ventures.

Harris and Gibson (2008) advocated for the development of student-centered education programs to alter attitudes toward entrepreneurship, positing that education about entrepreneurship can fundamentally shift motivations in this realm.

2.6 Personality Trait as an Antecedent of Career Anchoring

The role of personality traits in shaping entrepreneurial behavior has been a topic of significant interest and debate in both economic and psychological literature.

Carl Rogers (1959) emphasized the importance of the environment in facilitating personal growth and self-actualization. This study proposed that individuals require environments characterized by openness, genuineness, and acceptance to thrive and innovate. Similarly, classical economic theorists such as Schumpeter (1935), Knight (1921), and Hayek (1941) highlighted various personality factors associated with entrepreneurship, including innovativeness, risk-taking propensity, and achievement orientation.

McClelland (1961) further expanded on the relationship between personality traits and entrepreneurship, particularly focusing on achievement motivation. He argued that differences in achievement motivation contribute to variations in entrepreneurial behavior and economic development across nations. However, subsequent research, such as that by Frey (1984), has questioned the significance of achievement motivation and other personality traits in explaining entrepreneurial outcomes.

Throughout the 1980s and 1990s, numerous studies examined various personality traits associated with entrepreneurship, but findings were often inconsistent and conflicting Chell et al., (1991); Cooper & Gimeno-Gascon, (1992). Critics argued that much of the research lacked theoretical grounding and failed to establish clear links between personality traits, business creation, and success (Low & MacMillan, 1988). Methodological weaknesses, such as the neglect of mediating processes and situational influences, further undermined the credibility of personality-based theories of entrepreneurship (Smith et al.,1989).

However, recent meta-analytic evidence has challenged some of the earlier narrative reviews, suggesting that certain personality traits, particularly those captured by the Big Five personality model, may indeed play a role in predicting entrepreneurial intentions and behaviors (Collins et al.,2004); (Rauch et.al.,2004). The Big Five personality traits—extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience—provide a comprehensive framework for understanding individual personality differences. Furthermore, the influence of personal values, cultural norms, and societal attitudes on entrepreneurial orientation cannot be understated. Research has shown that individualistic cultures tend to have higher rates of entrepreneurial activity, as personal values and motivations align with entrepreneurial intentions (Linan et al.,2013); (Pinillos & Reyes,2011). Similarly, a country's cultural values and norms influence the prevalence of entrepreneurship within its borders, with societies that value and recognize entrepreneurial activity creating a more conducive environment for venture creation (Linan et al.,2011); (Wdowiak et al.,2007).

Noseleit, (2010) posited that there can be instances where cultural values clash with entrepreneurial pursuits, leading to societal resistance or lack of acceptance for entrepreneurship. This underscores the complex interplay between individual traits, cultural context, and societal attitudes in shaping entrepreneurial behavior. Overall, understanding the multifaceted nature of entrepreneurship requires a nuanced approach that considers both individual characteristics and broader environmental influences.

Career anchoring, conceptualized by Edgar Schein (1990), encompasses an individual's enduring values, needs, and talents that guide their career decisions over time. A critical determinant of career anchoring is personality traits. Research has extensively explored the correlation between personality traits and career preferences, often drawing upon Holland's Theory of Vocational Personalities and Work Environments Holland, (1997). According to this theory, individuals tend to gravitate towards careers that align with their personality types, such as Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). For instance, individuals high in extraversion may prefer careers involving social interaction and leadership roles, while those high in conscientiousness may seek structured and organized professions (Barrick & Mount,1991).

Empirical studies have consistently supported the relationship between personality traits and career anchoring. Cable et.al. (2002) found that individuals with high levels of extraversion were more inclined to anchor their careers in managerial or leadership roles, reflecting their need for social interaction and influence. Similarly, judge et al. (1999) reported a positive correlation between conscientiousness and career success, indicating a preference for structured and goal-oriented professions.

Understanding the role of personality traits in career anchoring has significant implications for career counseling, talent management, and organizational development. By assessing individuals' personality profiles, organizations can provide tailored career guidance and support, leading to better employee engagement and retention. Furthermore, recognizing the influence of personality on career decisions can help individuals make informed choices and pursue fulfilling career paths.

A bibliometric analysis was also performed to analyze the co-occurrence of keywords associated with the constructs identified above in a larger context, as well as thematic areas of research, to explore further the above postulations.

2.7 Bibliometric Analysis

Performance analysis is a bibliometric technique that describes the performance of a research domain (Donthu et al., (2021). The most widely used and recommended method of data analysis is bibliometric analysis. This study created a graphical mapping of the bibliometric information using the VOS viewer 1.6.17 version and Bibloshiny. Bibliometrics allow us to summarize vast amounts of data that are difficult to analyze manually. It enables us to organize all the studies conducted by numerous authors on a given topic or field. It aids in the analysis and interpretation of prior findings.

2.7.1 Science Mapping

The relationships between the components of a study are mapped out in science. This section highlights the co-authorship of authors, the bibliographic coupling of organizations, the co-occurrences of countries, and the co-occurrences of keywords. It focuses more on the relational aspect of the elements involved in research. These are research constituents. The strength, degree, and existence of these relationships are studied under science mapping.

2.7.2 Co-occurrence of Keywords

The study looked at the co-occurrence of keywords using 'Keywords' as the unit of analysis and 'Co-occurrence' as the kind of analysis. This function indicates that the provided keywords appeared in the same study. The networking map is represented by a line labeled 'link. To identify keywords used in various papers, a network map was used to identify. We used a bibliometric analysis of the keywords used in publications on the Role of Training in developing entrepreneur skills papers. The author's keyword is analyzed as 1 unit with the help of the full counting technique. In the co-occurrence map,

the nodes' size shows the number of times the word has occurred. This helps in analyzing which words are used the most. We can also measure the frequency of co-occurrences of two terms by measuring the distance between the two terms on the map. The greater the frequency of co-occurrences of two words, the shorter the distance between two nodes. It will be impossible to put all the keywords on the map. For this, Keywords are filtered by taking the minimum number of times the keyword has occurred. This helps reduce the keywords that the authors do not frequently use in these papers. Different countries and authors have researched the role of education and training in developing entrepreneurship skills in the past 40 years. These research papers present a bibliometric analysis of the documents published on the role of training in entrepreneurship through many bibliometric indicators. The research results indicate that Authors such as Dauletova A., Tailmova L., Pritvorova T., Mazhitova S., and Zhashkenova, R. have all published most documents on the role of education and training in entrepreneurship. Also, the United States and the United Kingdom have published the highest number of papers in this field. This shows that developed countries are keen to develop their human resource. Centre for Training and Development, University of Technology, Lappeenranta, Finland, has the maximum number of citations, i.e., 153 for this paper. The results have also highlighted “engineering education,” “entrepreneurship,” “commerce,” “leadership,” “commercial phenomena,” innovation,” “personnel training,” “higher education,” “social entrepreneur,” and “training” was the most highlighted author keywords in the published literature. Author Hornsby J.S. and Kuratko D.F. with the most significant number of citations for the literature role of training in entrepreneurs. It is vital to highlight the document "Competing models of entrepreneurial intentions" Sourced from the Journal of Business Venturing published by authors Krueger Jr. N.F., Reilly M.D., and Carsrud A.L. in 2000 was cited by 2357 authors are the most cited papers.

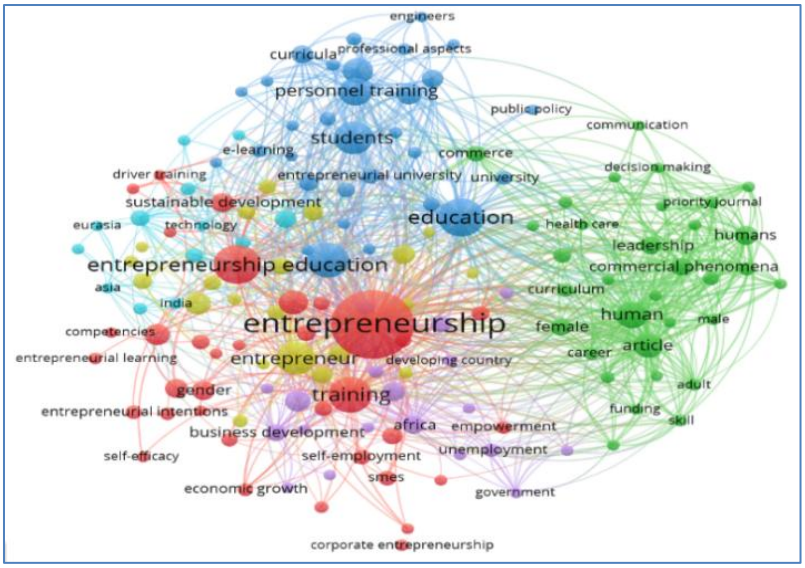

Figure 2.1: Co-occurrence of keywords

2.7.3 Citation of Sources

The study looked at the Citation of Sources using ' Source' as the unit of analysis and 'Citation' as the kind of analysis. This function indicates how many times a document is cited in the study of the role of education and training in entrepreneurship. To identify documents cited in various papers, a network map was used. So, a bibliometric analysis of the citation of documents used in publications of the role of education and training in developing entrepreneur skills papers with the help of the full counting technique. It will be impossible to put all the Sources on the map. For this, a filter was used. Sources are filtered by taking the minimum number of documents of a source to be 2. This helps reduce the number of sources from which authors don't frequently refer to documents in their literature on the role of training in developing entrepreneurial skills. Out of 496 sources, 108 meet the threshold limit. But these 108 documents are not connected. The complete set of related items is 44 sources.

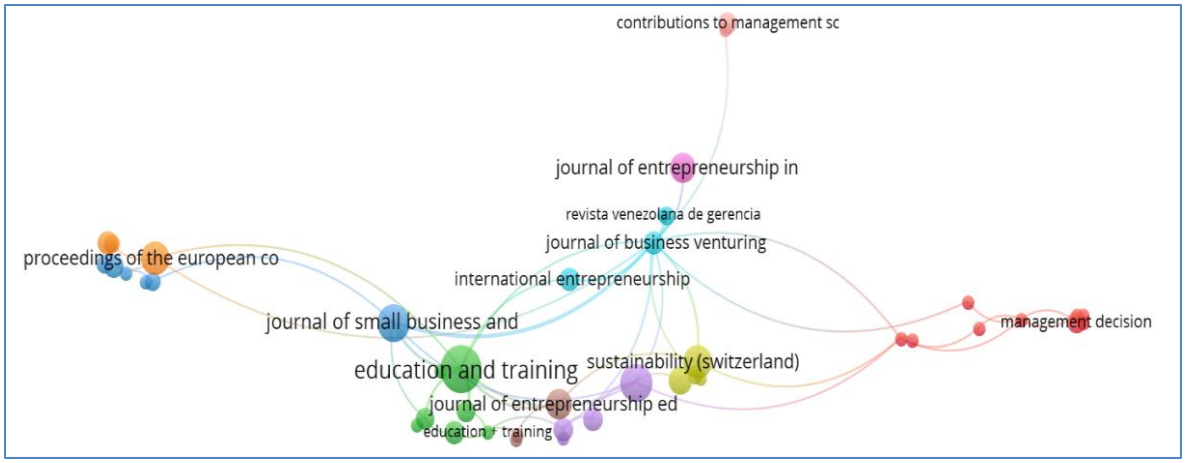

Figure 2.2: Network map of citations of sources

2.7.4 Thematic Analysis

The map (fig 2.3) compares themes from 1981 to 2017 with those from 2018 to 2022. It demonstrates that research has radically changed its focus due to recent innovations, technology, and needs. Previously, researchers focused solely on entrepreneurs and humans, but now the focus has switched to sustainable development, necessitating the training of students. As it is futuristic, sustainability is a significant priority. To survive and meet immediate requirements, future needs must also be considered.

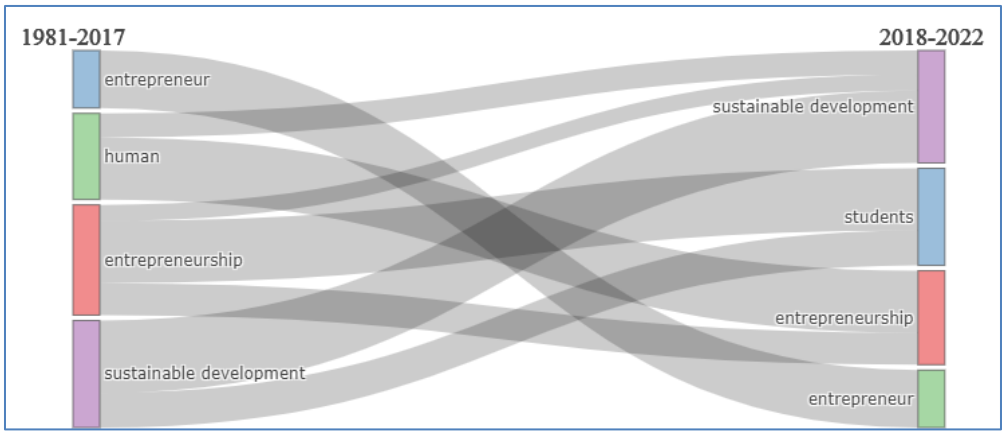

Figure 2.3: A comparative analysis of the theme of different years

We can create theme matrices as well. The map is organized into four areas in a theme matrix: basic themes, motor themes, niche themes, and emerging topics. We discovered that education, students, people training, and training employment are the most common themes in our research. Human entrepreneurship is a prominent theme. While the study on entrepreneurs in underdeveloped countries falls under the Niche area, economics, and sustainable development fall under the emerging theme.

2.8 Performance Analysis

Performance analysis helps us know the contribution of various units such as the total number of citations, h index, g index, etc. This section of the bibliometric study primarily focused on a unit's productivity and contribution to the overall field of the research. First phase of analysis we find that the total publications on the topic role of entrepreneurship training are 759 which means the average years for publication is 6.09. However, the sole authored publication is 168. Total citations are 32057 which suggests that the average citation per document is 15.5.

2.8.1 Most Impactful Publication (G index)

The G index measures the impact of publications that are cited. In our study (as shown in Fig 2.4) it is found that Education and Training is the most impactful publication for the role of training in entrepreneurship with a G index of 18. The publisher Journal of Small Business and Enterprises Development is the second most impactful journal with a G index of 9 followed by the International Journal of Gender and Entrepreneurship and Journal of Entrepreneurship Education and Sustainability (Switzerland) with a G-index of 8 respectively.

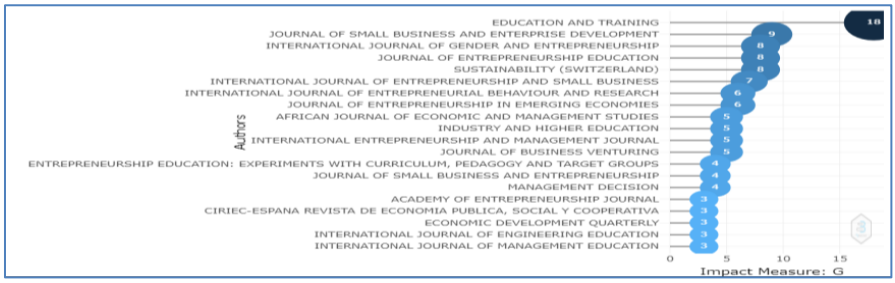

Figure 2.4: G index of journals

2.8.2 Annual Scientific Production (Publication Trends)

A trend is a popular topic or issue during a specific period, in this case, the themes that researchers favor at a particular point in time, such as a year.

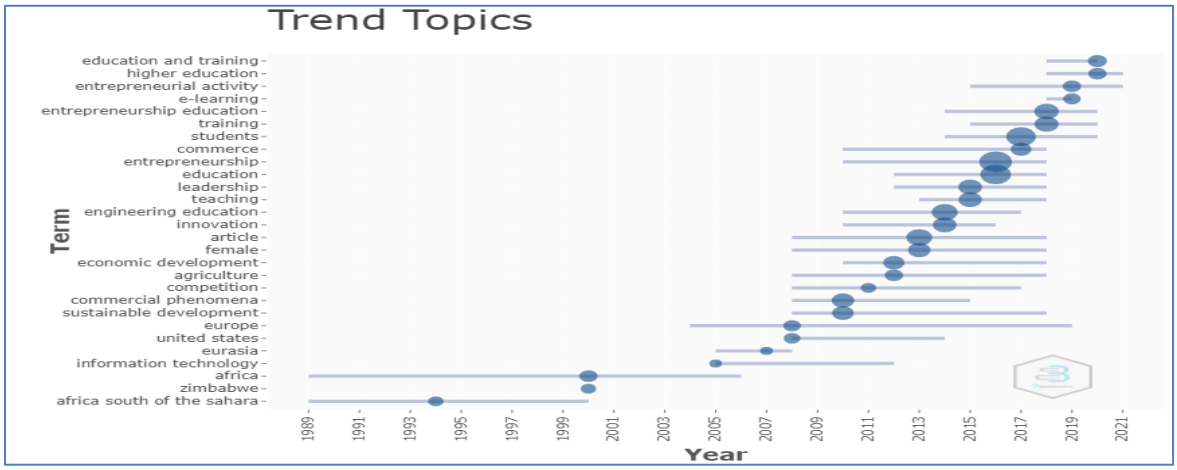

Figure 2.5: Publication Trends of Various Years.

Figure 2.5 depicts the topic's trend over time. There has been a trend for e-learning in entrepreneurial education in recent years, from 2017 to 2021. Researchers are focusing their efforts on e-learning platforms that aid in developing abilities at any time and from anywhere. Previously, there was a tendency to use a physical learning environment to build entrepreneurship abilities. There has also been a dynamic change towards e-learning due to the pandemic.

Sustainable training and development skills in entrepreneurship and E-learning are two of the most used themes in entrepreneurship training. People have migrated to online mode due to the adverse effect of the pandemic, which has resulted in a surge in entrepreneurial training in E-learning portals such as MOOCs, Coursera, and LinkedIn training, among others. The tools utilized in entrepreneurship skills training primarily aimed to improve the trainee's analytical abilities. Students' tactical acumen is enhanced through case study techniques, life projects, and other practical modes of learning, which will help them solve real-world situations and make good decisions. The right tools and

approaches avoided traditional teaching methods in favor of online training, case studies, and life projects that provoke thought and aid in developing technical skills, which are critical in today's dynamic environment.

This emphasis on sustainable training and development skills in entrepreneurship, particularly through E-learning platforms, underscores the critical role of education in entrepreneurial success. The shift to online modes of training has not only broadened access but also enriched the learning experience with practical tools that sharpen analytical and tactical skills. By employing innovative methods such as case studies and life projects, these programs cultivate the ability to tackle real-world challenges effectively. This approach aligns with the broader understanding that targeted education and training significantly influence entrepreneurial ideation and anchoring, providing the essential foundation for aspiring entrepreneurs to develop robust business strategies. Hence, these modern educational frameworks not only facilitate immediate skill acquisition but also foster a sustainable mindset geared towards continuous innovation and adaptability in the dynamic business landscape.

2.9 Research Gaps

The earlier literature review and bibliometric analysis helped identify and determine the key gaps in the literature identified through the initial research. It becomes apparent from the bibliometric analysis of thematic areas that understanding the dynamics of entrepreneurial behavior is crucial for policymakers and educators to design effective public policies and educational programs that support entrepreneurship. While entrepreneurial intention (EI) has garnered significant attention as a predictor of entrepreneurial action, the relationship between personality traits and entrepreneurial behavior remains a subject of debate and research. While numerous studies have been seen in bibliometric analysis, the empirical studies examining this relationship have exhibited mixed results. For instance, some identifying traits such as risk-taking propensity, innovation orientation, and tolerance for ambiguity as positively correlated with entrepreneurial activity, while others have found inconclusive evidence (Hsu et al., 2017). Few seminal studies supported these findings such as risk-taking propensity,

innovation orientation, and tolerance for ambiguity and its positive correlation with entrepreneurial activity (Zhao, Seibert, & Lumpkin, 2010); (Rauch & Frese, 2007). The same studies also found that the complexity arises from the interplay between individual traits and contextual factors, such as entrepreneurial education and training, which significantly influence entrepreneurial intentions and behaviors. Despite the theoretical importance of entrepreneurial education in enhancing self-perceived talent and abilities (Career Anchoring), empirical studies exploring its mediating effect on the relationship between personality traits and entrepreneurial behavior are limited. Furthermore, while entrepreneurial training is recognized as a potential driver of entrepreneurial intention by shaping key antecedents like self-perceived talent, its empirical impact on these antecedents and, ultimately, on entrepreneurial intention remains underexplored.

Although the Big Five personality trait theory has contributed substantially to entrepreneurship literature, significant gaps and unexplored dimensions persist in its explanation of how there is an effect on entrepreneurship initiation and the critical behavior of starting a venture, directly.

If the construct of anchoring is examined in this context, previous studies have not adequately predicted how career anchoring, combined with personality traits, influences entrepreneurial intentions, leading to inconclusive associations between personality traits and entrepreneurial behavior with "bibliometric study of themes and co-occurrence of words", Entrepreneurship research cannot solely rely on evidence from other domains to validate personality traits as predictors of entrepreneurial behavior, given the complexity of entrepreneurial endeavors, which involve multiple actions performed in diverse sequences Liao et al., (2005); Lichtenstein et al., (2007). Therefore, investigating the relationship between training and personality traits within the context of entrepreneurship is imperative for a comprehensive understanding of entrepreneurial behavior (Hsu et al., 2017).

The OCEAN model, initially established by Fiske in 1949 and later expanded by subsequent researchers, delineates five major personality traits: openness, conscientiousness, extraversion, agreeableness, and neuroticism (Costa & McCrae,1992).

This model provides a foundational framework for understanding various aspects of personality and its implications across different domains.

Goldberg's Big Five framework, proposed in 1981 and further refined in 1990, builds upon the OCEAN model and offers a robust foundation for comprehending personality distinctions in entrepreneurship Goldberg, (1990). Howard and Howard (1995) identified high scores in openness, conscientiousness, and extraversion as pivotal for entrepreneurial development, underscoring the relevance of these traits in the entrepreneurial context.

The NEO Personality Inventory, developed by Costa and McCrae (1985), has been instrumental in assessing the Big Five personality traits, facilitating empirical research on personality and its implications for various outcomes, including entrepreneurship. Studies by Singh and De Noble (2003) and Zhao and Seibert (2006) have highlighted the utility of the Big Five traits in entrepreneurial research, emphasizing their role in shaping entrepreneurs' decision-making processes and psychological orientations. These studies contribute to a deeper understanding of how personality characteristics influence entrepreneurial behavior and outcomes.

Schein's career anchor theory, proposed in 1978 and further elaborated in 1990, identifies three key elements shaping individuals' career choices: self-perceived talents, motives, and attitudes (Schein, 1990). This theory underscores the importance of individual perceptions and motivations in guiding career decisions and trajectories.

Rogers' self-theory emphasizes the alignment of individuals' feelings and behaviors with their self-image, shedding light on the psychological processes underlying career choices and personal development (Rogers, 1959). Personality, including the need for achievement as highlighted by McClelland (1940, 1961), influences career anchoring and entrepreneurial paths. McClelland's research underscores the significance of individual motivational factors in shaping career aspirations and achievements.

However, despite the theoretical groundwork laid by these frameworks, research on the mediating role of career anchoring between personality and entrepreneurship remains

limited. Nonetheless, the importance of self-perceived skills in entrepreneurial anchoring is evident, with training serving as a structured opportunity for skill acquisition and development in the entrepreneurial domain.

2.9.1 Hypothesis Development

The literature review above offers numerous insights into key constructs and their interconnections, as outlined below. This section also illustrates how these constructs are linked, forming the basis for hypothesis development.

Research suggests a significant relationship between training and career anchoring, indicating that the type and quality of training individuals receive can impact their career stability and preferences. For instance, studies by Cable and Judge (1996) and Feldman and Bolino (2000) emphasize the importance of training in shaping individuals' perceptions of their careers and their commitment to particular career paths. Additionally, research by Edgar and Geare's (2005) research also emphasizes the impact that training opportunities have on people's connection to particular career anchors and their sense of self as professionals. Thus, based on this body of literature, the following hypotheses might be made:

H1: Career anchoring is influenced by training.

Studies have consistently shown how personality qualities affect several facets of people's job development. More specifically, a wealth of research suggests that a person's career inclinations, orientations, and stability of decision are greatly influenced by their personality types. Studies by Judge et al. (1999) and Barrick and Mount (1991), for example, have emphasized the influence of personality qualities such as neuroticism, agreeableness, extroversion, conscientiousness, and openness on a range of career-related outcomes. These findings imply that while people with high conscientiousness may show a stronger commitment to their chosen career paths, people with higher openness levels may be more likely to explore various career options and exhibit a less rigid career anchoring (Barrick & Mount,1991); (Judge et al.,1991).

These findings imply that while people with high conscientiousness may show a stronger commitment to their chosen career paths, people with higher openness levels may be more likely to explore various career options and exhibit a less rigid career anchoring (Barrick & Mount, 1991); (Judge et al., 1999). In a similar vein, several facets of career decision-making and stability have been associated with neuroticism, agreeableness, and extroversion (Barrick & Mount, 1991; Judge et al., 1999). The following propositions can be made based on this body of literature, described here and in an earlier section:

- H2: Personality traits influence career anchoring.
- H2a: The personality trait of openness affects career anchoring.
- H2b: Personality trait of conscientiousness affects career anchoring,
- H2c: Personality trait of extroversion affects career anchoring.
- H2d: Personality trait of agreeableness affects career anchoring.
- H2e: Personality trait neuroticism affects career anchoring.

According to research, people's intents, and behaviors when it comes to entrepreneurship can be greatly influenced by their professional inclinations and stability, which is commonly referred to as career anchoring. According to studies by Mitchell et al. (2001) and Schein (1996), people who have solid career anchors may be less likely to pursue entrepreneurial chances because they value security and stability in their jobs. On the other hand, people who have weaker or less distinct professional anchors can be more receptive to considering starting their own business. This flexibility allows them to explore entrepreneurial ventures without being tied down by rigid career expectations or identities, making them more adaptable to the uncertainties of entrepreneurship (Feldman & Bolino, 1996); (Williams & Seaman, 2016). Furthermore, studies conducted by Judge et al. (2007) emphasize how career anchors influence people's inclination to take risks, which is an important aspect of the business ideation stage of entrepreneurship. Thus, based on this body of literature, the following hypotheses might be made:

H3: Career anchoring influences the business ideation stage of entrepreneurship.

Research suggests that career anchoring may serve as a mediating mechanism through which personality traits influence entrepreneurial behavior, particularly in the business ideation stage. Personality traits, such as openness, conscientiousness, extroversion, agreeableness, and neuroticism, have been linked to both career anchoring and entrepreneurial intentions (Barrick & Mount, 1991); (Judge et al., 1999); (Mitchell et al., 2001). For instance, individuals high in openness may demonstrate a greater propensity for exploring entrepreneurial opportunities, while those high in conscientiousness may exhibit a stronger commitment to established career paths (Barrick & Mount, 1991); (Judge et al., 1999). Studies by Schein (1996) and Judge et al. (2007) suggest that career anchors influence individuals' risk-taking behavior, which is integral to the business ideation stage of entrepreneurship. Hofmans et al. (2008) demonstrated that personality traits not only influence career choice but also predict career satisfaction and longevity. Individuals whose career choices align with their personality traits are more likely to experience job satisfaction and remain committed to their chosen career paths over time.

Therefore, it can be hypothesized that career anchoring mediates the relationship between personality traits and the business ideation stage of entrepreneurship, whereby personality traits indirectly influence entrepreneurial intentions through their impact on career anchoring.

H4: Career anchoring mediates the effect of personality on the business ideation stage of entrepreneurship.

The association between training and the business ideation stage of entrepreneurship may be mediated by career anchoring, according to research. Individuals' abilities, knowledge, and attitudes toward entrepreneurship are influenced by training interventions (Kuratko, 2005); (Pittaway & Cope, 2007). Research by Cable and Judge (1996) as well as Feldman and Bolino (2000) highlight the significance of training in influencing people's views about their jobs and their adherence to specific career pathways. Furthermore, training opportunities might affect people's sense of job identity and their attachment to particular career anchors, according to research by (Edgar and Geare, 2005).

Research suggests that career anchoring may act as a mediating factor in the relationship between training and the business ideation stage of entrepreneurship. Research has demonstrated that training interventions can impact people's entrepreneurship-related skills, knowledge, and attitudes (Kuratko, 2005); (Pittaway & Cope, 2007). Studies by Feldman and Bolino (2000) and Cable and Judge (1996) demonstrate how important training is in shaping people's opinions about their work and their commitment to particular career paths. Additionally, research by Edgar and Geare (2005) suggests that training opportunities may influence people's sense of job identity and their loyalty to specific career anchors. Additionally, research by Edgar and Geare (2005) suggests that training opportunities may influence people's sense of job identity and their loyalty to specific career anchors. Therefore, the hypothesis is posited as follows:

H5: Career anchoring mediates the effects of training on business ideation of entrepreneurship.

2.9.2 Conceptual and Measurement Model for the Study

The conceptual model developed for this study integrates the Big 5 Personality Trait Theory with identified research gaps from the literature review. The Big 5 framework categorizes personality into Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism, each influencing various behaviors and outcomes (McCrae & John, 1992). This model addresses gaps such as context-specific applications, the role of mediating and moderating variables, and the benefits of integrative approaches (Judge et al., 2002); (Barrick & Mount, 1991). By combining these elements, the model aims to provide a comprehensive understanding of personality's impact on specific outcomes, enhancing the existing body of knowledge.

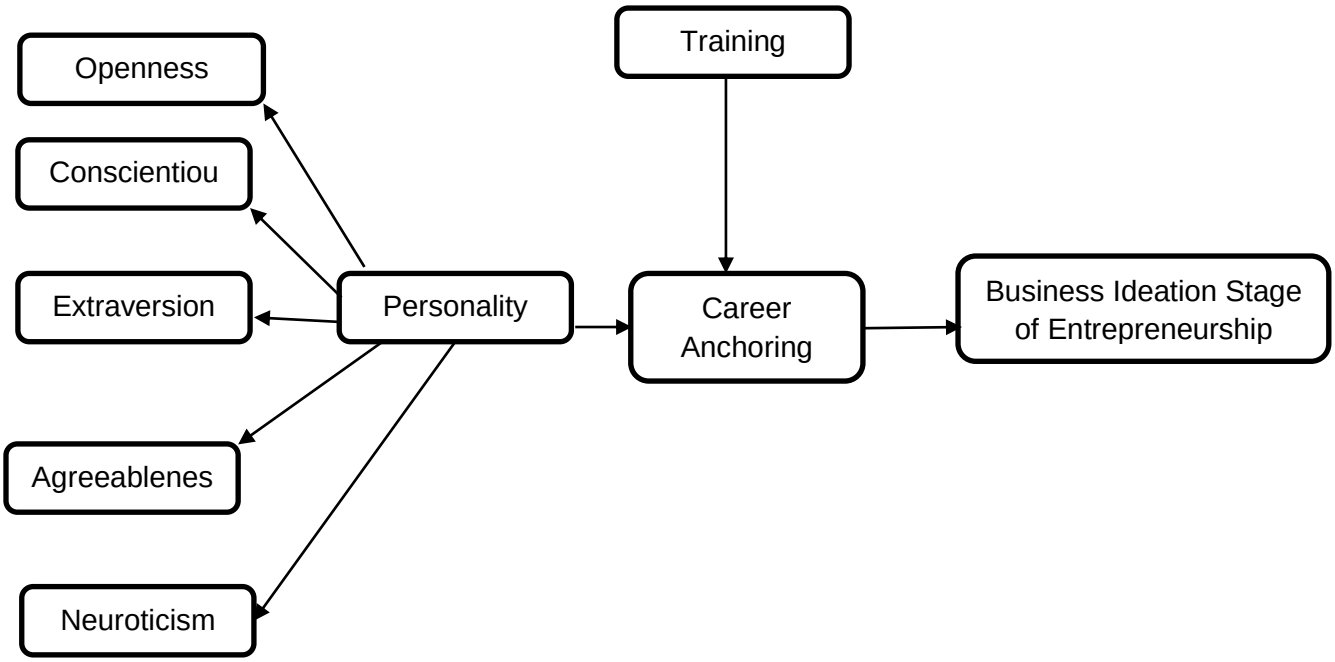

Fig 2.6: The Conceptual Model for the Study.

CHAPTER 3
RESEARCH METHODOLOGY

As stated by Rajasekar et al. (2006), research is a systematic and logical exploration aimed at uncovering new and valuable information on a specific subject. It involves a thorough investigation to find solutions to both scientific and social issues through objective and systematic analysis. Research is essentially a quest for knowledge, entailing the discovery of concealed truths (Ambasciano, L.,2018). In this context, knowledge refers to information about various matters, sourced from diverse outlets such as experience, human insights, literature, journals, and the natural world. The outcomes of the research have the potential to contribute novel insights to existing knowledge, and progress in any field is often contingent on research endeavors. The methods employed in research typically involve study, experimentation, observation, analysis, comparison, and reasoning. Research is omnipresent, seeking predictions, explanations, relationships, and the formulation of theories to understand various phenomena more comprehensively (Aksom et.al.,2020)

A "research technique" denotes a structured method employed to gather data for managerial decision-making within the framework of conducting research (Snyder, 2019). This study delves into various research methodologies, underscoring the critical importance of selecting a specific methodology for the current investigation to ensure a precise assessment of the problem. The exploration encompasses both quantitative and qualitative methods within the spectrum of research techniques. According to Snyder (2019), a research technique constitutes a systematic approach to addressing the research question at hand. Consequently, the study constructs a comprehensive evaluation by amalgamating research approaches and examining the suitability of employing the trategy for the provided analysis.

This section elucidates the research procedure, encompassing key components such as the sample population, data analysis strategies, instruments employed for data collection, and the research techniques utilized. Making informed decisions regarding various aspects of the chosen approach was crucial to successfully attaining the research goals. The process

involved thoughtful considerations and choices related to how the sample population would be defined, the methods for analyzing the collected data, the selection of appropriate instruments for data collection, and the application of specific research techniques. These decisions were instrumental in shaping the overall direction and effectiveness of the research endeavor.

3.1 Research Statement

The primary focus of this research is on the identification of factors influencing entrepreneurial intention through the lens of The Big 5 Personality Traits Theory and career anchoring. Utilizing The Big 5 Personality Traits model, the study seeks to explore the influence of various precursors of career anchoring on the initial stages of business ideation in Entrepreneurship. To address the gap in existing research, as discerned through the literature review, the proposed research statement is as follows: "To study the **Antecedents of career anchoring and its mediating role in the business ideation stage of Entrepreneurship."**

3.2 Variables of the Study and Hypothesis

3.2.1 Independent Variables

- Personality Traits (Big Five – OCEAN)
- Training

3.2.2 Mediating Variable

- Career Anchoring

3.2.3 Dependent Variable

- Business Ideation Stage of Entrepreneurship

3.2.4 Hypothesis for the Study

In alignment with the conceptual model and the variables under consideration, the following hypotheses are posited for empirical examination:

H1: Training influences career anchoring.

Ho1: There is no significant effect of training on career anchoring.

H2: Personality traits influence career anchoring.

Ho2: There is no significant effect of personality on career anchoring.

H2a: The personality trait of openness affects career anchoring.

H2b: The personality trait of conscientiousness affects career anchoring,

H2c: The personality trait of extroversion affects career anchoring.

H2d: The personality trait of agreeableness affects career anchoring.

H2e: Personality trait neuroticism affects career anchoring.

H3: Career anchoring influences the business ideation stage of entrepreneurship.

Ho3: There is no significant effect of career anchoring on the business ideation stage of entrepreneurship.

H4: Career anchoring mediates the effect of personality on the business ideation stage of entrepreneurship.

Ho4: There is no significant mediation effect of personality on the business ideation stage of entrepreneurship.

H5: Career anchoring mediates the effects of training on business ideation of entrepreneurship.

Ho5: There is no significant mediation effect of training on business ideation of entrepreneurship.

3.3 Research Design

As per Rojon & Saunders (2016), "Research design refers to the overall strategy devised to obtain solutions to research queries." Collis and Hussey (2013) define research design as "the organization of activities, including data collection, in a manner most effective in accomplishing research goals." Researchers often employ a comprehensive plan that delineates their research purpose and objectives, systematic research goals and inquiries,

methodologies for data collection, and analytical instruments, serving as a guide for their study (Rojon & Saunders,2012).

The blueprint or framework used to carry out a research study is called a research design. It entails providing an overview of the general strategy and procedures that have been applied to data collection and analysis to address research questions or test hypotheses. A well-designed research project should include a strategy for data collection, a method for analysis and interpretation of the findings, and a precise and well-defined research question. All these aspects are addressed by a carefully considered research design. A research design is an outline, framework, and approach to an investigation that is developed to address research questions. A research design usually comprises the following: the methods of data collection; the instruments used; the instruments' intended uses; and the intended ways of data analysis.

A two-stage research strategy has been used in this study. The exploratory research design phase has been conducted first, and then the descriptive phase. Investigative research helps comprehend the issue or problem and thoroughly investigate the occurrence. When a problem is still poorly defined or has an unclear true extent, exploratory research is frequently undertaken. It enables the researcher to become acquainted with the issue or idea under investigation and possibly develop testable hypotheses. Secondary research, including reading through existing material, is frequently used in exploratory research.

The goal of descriptive research design is to gather data to methodically describe a population, circumstance, or phenomenon. More precisely, descriptive research design helps address what, when, where, and how issues related to the study problem by gathering data to methodically characterize a phenomenon. A survey, or a self-administered questionnaire, has been used for descriptive research.

3.4 Area of Study

The research has been conducted in the National Capital Region of Delhi, commonly recognized as "mini-India" due to its diverse population representing various backgrounds and cultures.

3.5 Sources of Data

Two distinct data sources were considered in this study which are primary data source and secondary data source. Primary data, being original, is directly collected by the researcher for a specific purpose. In this study, the primary data from the chosen sample was gathered using focus group discussions (FGD), in-depth interviews, and a structured self-administered questionnaire.

On the other hand, secondary data sources involve information that has already been collected by someone else for their purposes and subsequently published, as seen in the review of the literature. Secondary data for this research has been sourced from articles in reputable journals, books, government reports, and publications from esteemed institutes.

3.6 Sample Selection

The sample size represents the quantity of elements chosen for the study. Following the process of data cleaning and the exclusion of unresponsive participants, the ultimate sample size stands at 418.

3.7 Sampling Technique

Convenience sampling has found extensive application in both entrepreneurship Ahl, (2006) and career studies (Douglas & Shepherd,2002). Consequently, based on the requirements of the research, the decision has been made to employ the convenience sampling method for gathering information from respondents**.**

3.8 Data Collection Instruments

The conducted study predominantly relied on primary data collection methods. Instruments such as Focus Group Discussion (FGD), in-depth interviews, and a structured self-administered questionnaire were employed to gather information.

FGD involved assembling individuals with similar backgrounds or experiences to discuss a specific topic, delving into their perceptions, attitudes, beliefs, opinions, or ideas. The researcher, acting as a moderator, conducted interviews with a small group comprising 8 to 14 participants.

In-depth interviews, another qualitative method, allowed for comprehensive data collection. This method provided flexibility, enabling both the researcher and participants to explore additional points and adjust the direction of the process as needed, facilitating a deeper understanding of the study's subjects.

The questionnaire, a research tool for conducting surveys, featured specific questions aimed at comprehending the respondents' perspectives on the topic. It incorporated a mix of closed-ended and open-ended questions, covering demographic profiles and relevant constructs. The questionnaire was distributed through online channels (email and social media) as well as offline modes.

3.9 Data Analysis Technique

Data analysis was done using IBM-SPSS Statistics 20 software. In this study, both descriptive and inferential statistics were utilized to analyze the data. Descriptive statistics involve presenting a statistical summary of the dataset, essentially capturing its properties. These statistics provide a detailed description of the data, encompassing measures of central tendency (mean, median, mode), measures of dispersion (range, variance, standard deviation, etc.), and profiles of the sample.

Inferential statistics is the drawing of inferences or conclusions based on a set of observations. Simply put, it is defined as using the sample descriptive statistics to make an inference (estimation) about the population. These statistical analyses have been conducted via the latest version of IBM-SPSS software. Furthermore, to empirically validate the proposed model (i.e., Big Five Personality Trait Theory), structural equation modeling (SEM) has been applied through Smart PLS software.

3.10 Questionnaire Design

The survey is structured into three sections. The first section focuses on gathering demographic information from respondents. The second section comprises two-part questions with specific responses, while the third section involves three-part questions aimed at eliciting ratings for statements.

The Likert scale, as described by Malhotra et.al. (2007), is a widely employed rating system that requires participants to indicate their level of agreement with a series of statements about a specific variable. To exemplify, a five-point rating scale is utilized, where 1 corresponds to "strongly disagree," 2 to "disagree," 3 to "neutral," 4 to "agree," and 5 to "strongly agree." This scale is commonly employed in marketing and business research.

Table 3.1: Structure of the Questionnaire

Classification	**Part A**	**Part B**	**Part C**
Description	Demographic Questions	General Introduction Questions on career anchoring, Training, Personality, and Business Ideation Stage of Entrepreneurship	Questions on a Likert scale
Number of Questions	open-ended	Closed-ended Questions	25 Questions on Personality Traits
	4 multiple-choice	7	5 Questions on Entrepreneurial Training
			5 Questions on Career Anchoring
			4 Questions on the Business Ideation Stage of Entrepreneurship
Scale type		Nominal	Interval

The initial segment comprises demographic inquiries, with the first four questions being open-ended. The second segment includes seven introductory questions addressing general antecedents of career anchoring. The last segment features questions presented on a Likert scale, covering variables such as personality traits, Entrepreneurial training, career anchoring, and the Business ideation stage of Entrepreneurship. Each variable comprises 5 questions for each, however Business ideation stage of Entrepreneurship consists of 4 questions.

Table 3.2: The Measurement Items and Their Sources

Construct	Measurement items	Source
Personality Trait-Openness	I am always organized and punctual.	NEO Five-Factor Inventory (NEO-FFI; Costa & McCrae, 1992)
	I enjoy trying new and unconventional ideas.	
	I am fascinated by new and different cultures.	
	I seek out new experiences very often.	
	I am always ready to take risks to achieve my goal.	
Personality Trait – Conscientiousness	I am always organized and punctual. I always set high standards for myself and strive to achieve them.	NEO Five-Factor Inventory (NEO-FFI; Costa & McCrae, 1992)
	I am reliable in meeting deadlines and completing tasks.	
	I always like to be disciplined.	
	I pay close attention to things and always follow my commitments.	
Personality Trait -Extraversion	I am a social person who enjoys meeting new people.	NEO Five-Factor Inventory (NEO-FFI; Costa & McCrae, 1992)
	I am comfortable in leadership roles and making decisions.	

	I have good communication skills and enjoy networking.	
	I am outgoing and confident in social situations.	
	I am comfortable being the center of attention.	
Personality Trait-Agreeableness	I am considerate of other people's feelings.	NEO Five-Factor Inventory (NEO-FFI; Costa & McCrae, 1992)
	I try to avoid conflict and promote harmony.	
	I am a good listener and empathetic.	
	I am kind to others and respect their feelings	
	I prioritize harmony and collaboration over competition and conflict.	
Personality Trait-Neuroticism	I am prone to worry and anxiety.	NEO Five-Factor Inventory (NEO-FFI; Costa & McCrae, 1992)
	I can be moody and emotional.	
	I am sensitive to criticism.	
	I am prone to anxiety and negative emotions.	
	I am a very emotional person and don't like criticism.	
Entrepreneurial Training	I am satisfied with the training program I have completed.	(Rodrigues, R. G., Dinis, A., do Paço, A., Ferreira, J., & Raposo, M. 2012)
	Entrepreneurial training helped me to generate new business ideas.	
	Entrepreneurial training helped me in assessing the feasibility of my business ideas.	
	I am confident in my ability to execute my business idea after receiving entrepreneurial training.	

	Entrepreneurial training helped me develop a business plan for my ideas.	
Career Anchoring	Participating in a training program impacted my career goals and aspirations as an entrepreneur.	(Edgar H. Schein1980). Career dynamics.
	Entrepreneurial Training helped me to change my perception towards choosing entrepreneurship as a career.	
	Entrepreneurial training helped me in developing and strengthening my entrepreneurial skills and competencies.	
	I am very anchored in my current career but find it difficult to come up with new business ideas.	
	I am not anchored in my current career and have no trouble coming up with new business ideas.	
Business Ideation Stage of Entrepreneurship	I have a clear business idea and plan for execution.	(Olokundun, M. A., Moses, C. L., Iyiola, O. O., Ibidunni, S. A., Amaihian, A. B., & Peter, F. 2017)
	I have conducted market research and analyzed the competition for my business idea.	
	I have a necessary skill to start a new business.	
	I feel confident in my ability to learn new skills necessary for starting a new business.	

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

This chapter discusses the role of entrepreneurial training and the personality traits of the students to describe the relationship between career anchoring and Entrepreneurship. The chapter is divided into four sections. Sec 4.1 mentions the demographic details of the respondents who participated in the study. Sec 4.2 describes the different antecedents influencing career anchoring. Sec 4.3 discusses the mediating role of career anchoring between entrepreneurial training and the business ideation stage of entrepreneurship. This section discusses the result of mediating the role of ***career anchoring*** between the ***entrepreneurial training of the students*** and their ***business ideation stage of entrepreneurship***. The mediating role is examined with the help of Baron and Kenny's (1986) approach using the bootstrap method using Smart PLS. Sec 4.4 discusses the mediating role of career anchoring between personality traits and the business ideation stage of entrepreneurship. This section discusses the result of the mediating role of career anchoring between personality traits and the business ideation stage of entrepreneurship using Baron and Kenny's (1986) approach using the bootstrap method using Smart PLS.

4.1 Sample demographics

The primary data is collected from the students with different demographic profiles.

Table 4.1: Sample Demographic Profiles of the Respondents

Demographic Profile	**Subcategories**	**Frequency (%)**	
Gender	Male	281	67.2 %
	Female	137	32.8 %
Age Group	Less than 25 Years	128	30.6 %
	25 to 35 Years	152	36.4 %
	35 to 50 Years	91	21.8 %
	Above 50 Years	47	11.2 %
Work Status	Startup Student	145	34.7 %
	Self-Employed/ Business	150	35.9 %
	Non-Startup students	123	29.4%
Monthly Income	Less than Rs 25k	123	29.4 %
	Rs 25 to 50 K	125	29.9 %
	Rs 50 to 75 K	98	23.4 %
	Rs 75 to 1 Lakh	56	13.4 %
	Above 1 Lakh	16	3.8 %

Table 4.1 reported the frequency distribution of the selected demographic profiles (*gender, age group, work status, and monthly income*). The table reported that 281 (67.2 %) of the selected students in the sample are males whereas the remaining 137 (32.8 %) are female students. The 128 (30.6%) of the students are young and belong to age less than 25 years, 152 (36.6%) of the students who participated in the study belong to the age group 25 to 35 years of age, who are incubated in various incubation centers. 91 (21.8%) of the students belong to the age group 35 to 50 years and the remaining 47 (11.2 %) are above 50 years of age. 145 (34.7 %) of the respondents were students, 150 (35.9%) were involved in their business or were self-employed, and the remaining 123 (29.4%) of the respondents were non-startup students. The123 (29.4 %) of students have a monthly income less than Rs 25k, 125 (29.9%) have a monthly income between Rs 25k to Rs 50k, 98 (23.4%) have a monthly income between Rs 75k to Rs Rs 100k and remaining 16 (3.8 %) of the students have income above Rs 1 lakh. Thus, the sample can be considered as a representative of the population and the conclusions drawn in the study can apply to the

population. The frequency distribution of the demographics is also shown below in the figure:

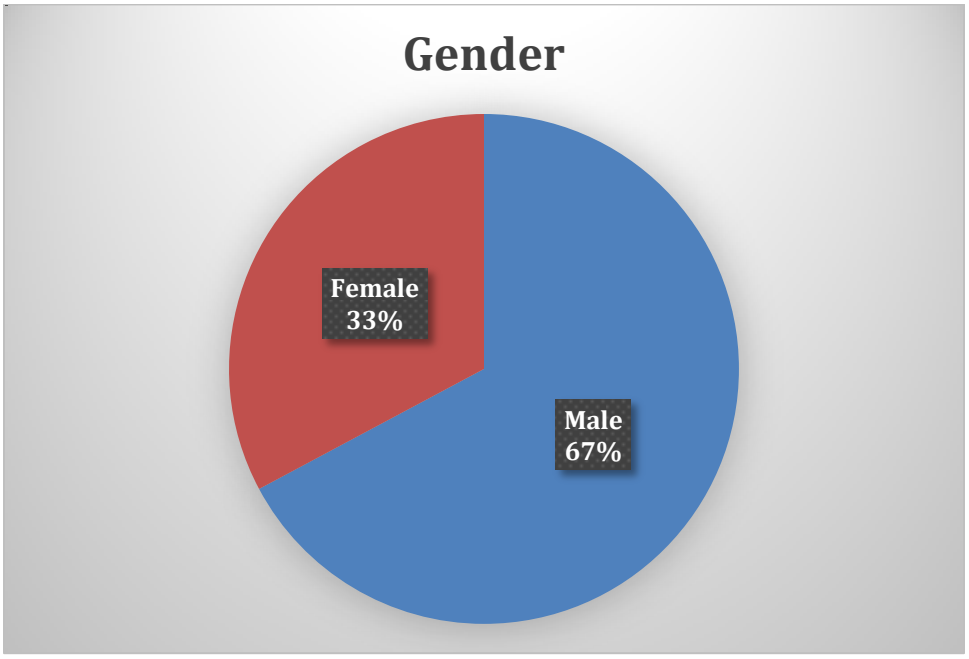

Fig 4.1: The Graph for the Demographic of the respondents by Gender.

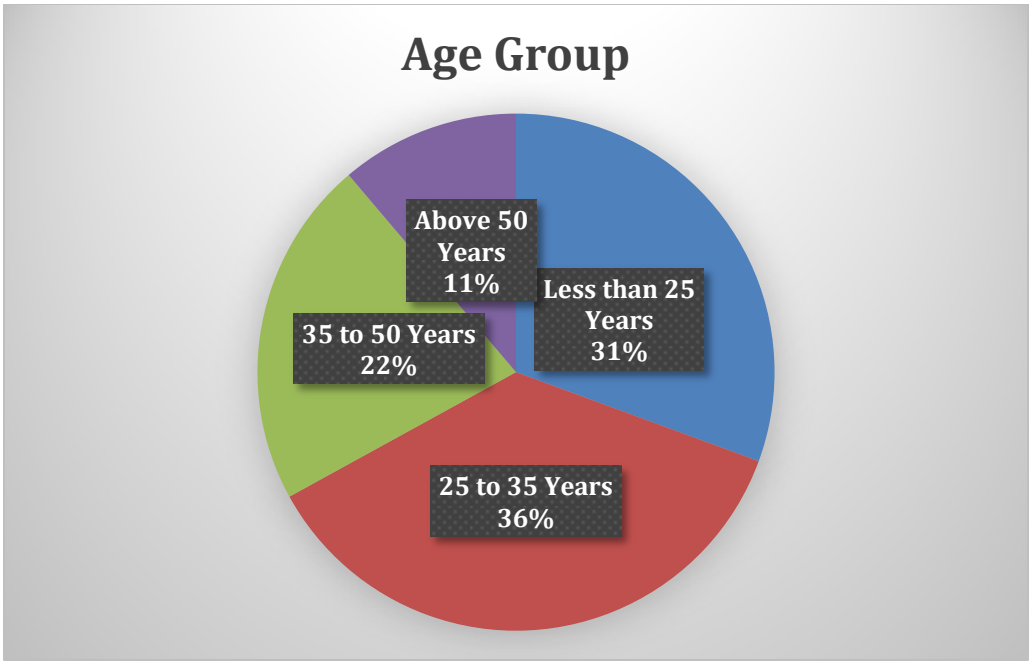

Fig 4.2: The Graph for the demographic of the respondents by Age Group.

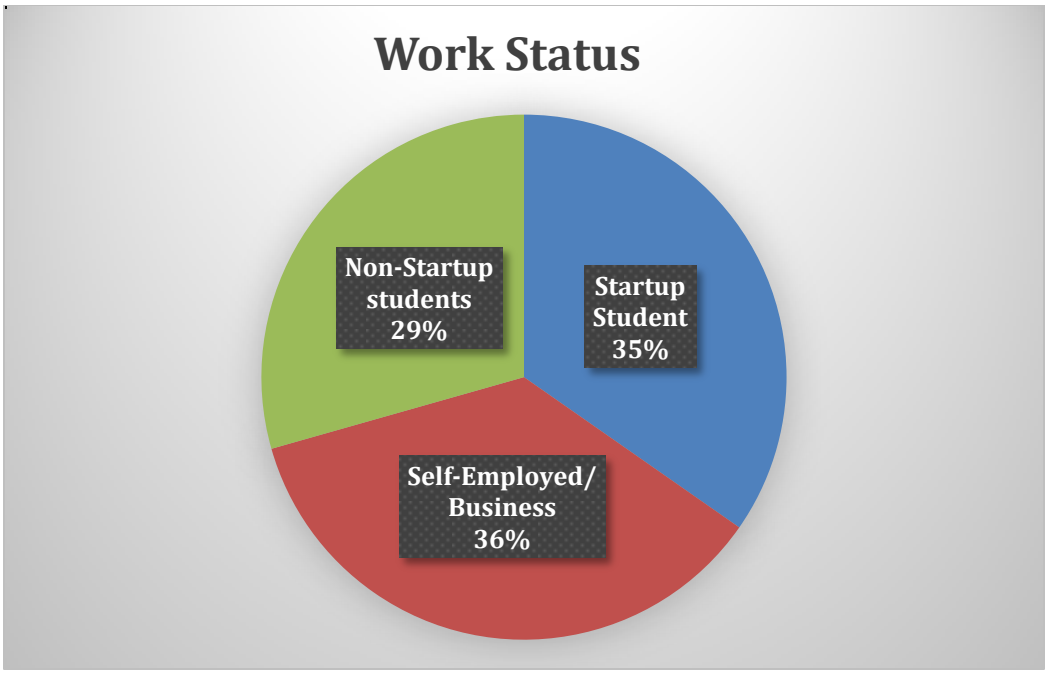

Fig 4.3: The Graph for the demographic of the respondents by Work Status.

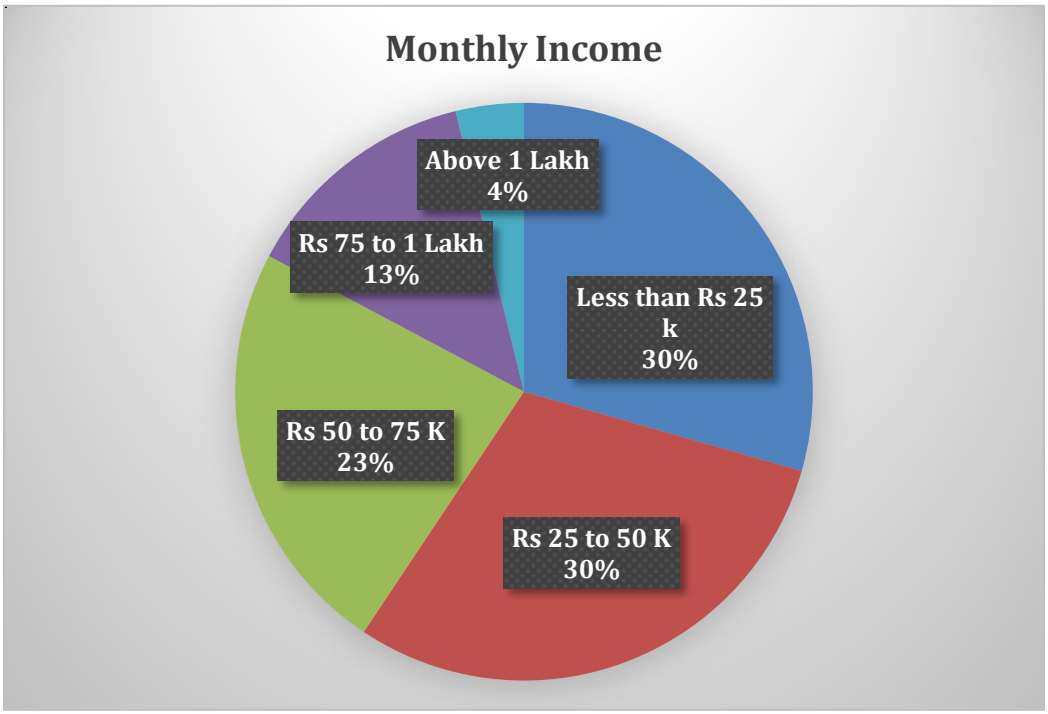

Fig 4.4: The Graph for the demographic of the respondents by Income.

Different identified Variables based on the antecedents of a career and its mediating role in the business ideation stage of Entrepreneurship have been processed in the Smart PLS software. The variables used for the study were Personality, Training, Career anchoring, and Business Ideation stages of Entrepreneurship which were considered latent variables in smart PLS. The questionnaire was prepared based on the identified variables. A 5-point Likert scale was used to answer the question; in which ordinarily, a score of 1 indicates significant disagreement, and a score of 5 indicates strong agreement. The PLS-SEM model helps to identify the relationship between multi-item latent variables, which helps us to get valuable insights. Hence, a multi-measurement approach has been employed in the analysis. This study was an explanation and prediction of the relationships; hence, PLS-SEM was preferred over the CB-SEM method; (Hair Jr. et.al.,2017). PLS-SEM is also a preferred method where researchers need the latent variable scores for subsequent analysis. Nonetheless, PLS-SEM is also recommended in cases where the sample size is small (N<100), non-normally distributed data, and there are higher-order constructs.

Objective 1: To identify the different antecedents influencing career anchoring.

This section discusses the different factors included in the study, which are supposed to influence the career anchoring of the students interested in becoming entrepreneurs.

4.2 Antecedents Influencing Career Anchoring

Career anchoring is supposed to be influenced by the personality traits of the students and the entrepreneurial training of the students. The personality traits are second-order constructs and are measured with the help of five dimensions of the personality traits namely *Conscientiousness, Openness, Agreeableness, Extroversion, and Neuroticism.* The second antecedent influencing career anchoring is assumed to be entrepreneurial training, which is a lower-order construct and measured with the help of statements included in the scale. The selected antecedent's personality traits the students and the entrepreneurial training along with the career anchoring are discussed below:

4.2.1 Descriptive Analysis

This section discusses the descriptive analysis of the responses received from the respondents. The descriptive analysis includes a discussion about the mean response, standard deviation skewness, and kurtosis of the distribution of the responses.

Personality Trait of Openness

Openness is very crucial to showing the relationship between entrepreneurship and personality (Howard and Howard,1995); (Singh and De Noble,2003). It plays an important role in identifying entrepreneurial opportunities. An entrepreneur always seeks new opportunities and tries to work with them. The openness factor helps them to connect with it. Traits in openness are foresight, insight, and perceptivity (Goldberg,1990); (Ryckman,2000). In the study, openness is measured with the help of five statements. The result of the descriptive analysis of the responses received against the statements measuring openness is discussed below:

Table 4.2 Descriptive Analysis of the Personality Trait of Openness

Name	**Mean**	**Standard deviation**	**kurtosis**	**Skewness**
PTO1 I am always organized and punctual.	3.766	0.914	-0.268	-0.331
PTO2, I enjoy trying new and unconventional. Ideas	3.789	0.885	0.3	-0.51
PTO3: I am fascinated by new and different cultures.	3.778	0.902	0.415	-0.625
PTO4: I seek out new experiences very often.	3.809	0.919	0.461	-0.671
PT05: I am always ready to take risks to achieve my goal.	3.818	0.878	-0.26	-0.361

The result of the descriptive analysis reported the high agreement of the students towards the statements measuring openness. The students agree that they are always ready to take risks to achieve their goals (mean =3.818) and seek out new experiences very often (3.809). The students also enjoyed trying new and unconventional ideas (mean =3.789) and were fascinated by new and different cultures (mean= 3.778). The students also agree that they are always organized and punctual (mean 3.766). The standard deviation of the responses indicates moderate deviation in the responses. The skewness and kurtosis of less than 1 represent the normal distribution in the received responses from the students who participated in the survey.

Personality Trait of Conscientiousness

Conscientious people tend to be efficient Goldberg (1990); John (1990); Saucier (1994), deliberate (John 1990), organized and systematic (Goldberg 1990; Saucier 1994), and practical Saucier (1994). McClelland (1961) found that entrepreneurs (in comparison with the population) scored high for the need for achievement (the desire to do well). In the study conscientious is measured with the help of five statements. The result of the descriptive analysis of the responses received against the statements measuring conscientious is discussed below:

Table 4.3 Descriptive Analysis of the Personality Trait of Conscientiousness

Name	Mean	Standard deviation	Excess kurtosis	Skewness
PTC1: I am always organized and punctual	3.572	0.864	0.051	-0.301
PTC2: I always set high standards for myself and strive to achieve them.	3.526	0.894	-0.213	0.072
PTC3: I am reliable in meeting deadlines and completing tasks.	3.567	0.854	-0.072	-0.059
PTC4: I always like to be in discipline	3.55	0.852	0.068	-0.134
PTC5: I pay close attention to things and always follow my commitments.	3.536	0.85	-0.383	-0.054

The result of the descriptive analysis concluded that there is high agreement amongst the students regarding their conscientiousness. Firstly, the students agree that they are always organized and punctual (mean score=3.572) and that they are reliable in meeting deadlines and completing tasks (mean score=3.567). Furthermore, they also agree that they always like to be disciplined (mean score of 3.55). and that they pay close attention to things and always follow their commitments (mean score=3.536). Lastly, the students agree that they always set high standards for themselves and strive to achieve them (mean score=3.526). The standard deviation of the responses indicates moderate deviation in the responses. The skewness and kurtosis of less than 1 represent the normal distribution in the received responses from the students who participated in the survey.

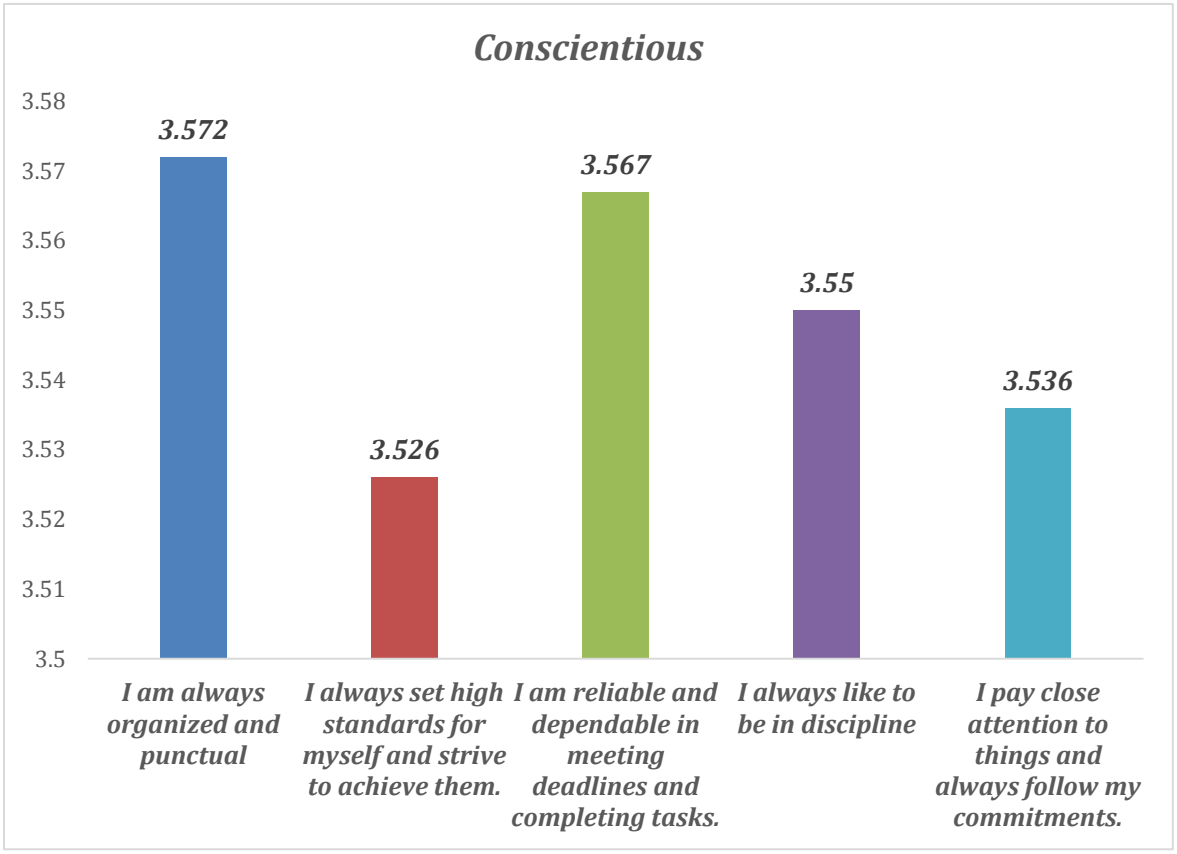

Figure 4.5 The Personality Traits of Conscientiousness

Personality trait of extraversion

Extraverts people tend to be assertive and dominant John (1990), active Goldberg (1990), bold Saucier (1994), and energetic Goldberg (1990); Saucier (1994). Palich and Bagby (1995) discovered that entrepreneurs are more optimistic than non-entrepreneurs. Extroverts are cheerful, jovial, merry, and optimistic Goldberg (1990). Extraversion may facilitate the achievement of the goals of a good leader Zodel (2006). Howard and Howard (1995) found that entrepreneurial people are highly conscientious and extroverted. In the study, extraversion is measured with the help of five statements. The result of the descriptive analysis of the responses received against the statements measuring extraversion is discussed below:

Table 4.4 Descriptive Analysis of the Personality Traits of Extraversion

Name	**Mean**	**Standard deviation**	**Kurtosis**	**Skewness**
PTE1: I am a social person who enjoys meeting new people.	3.744	0.849	0.002	-0.33
PTE2: I am comfortable in leadership roles and making decisions	3.837	0.924	0.093	-0.548
PTE3: I have good communication skills and enjoy networking.	3.84	0.897	0.223	-0.518
PTE4: I am outgoing and confident in social situations.	3.754	0.907	-0.469	-0.189
PTE5: I am comfortable being the center of attention.	3.766	0.876	0.127	-0.402

The result of the descriptive analysis shows that students highly agreed with the statements regarding extraversion. Firstly, the students agreed that they have good communication skills and enjoy networking (mean score of 3.84). and that they are comfortable in leadership roles and making decisions (Mean score= 3.837). Moreover,

they agreed that they are comfortable being the center of attention (mean score= 3.766) and that they are outgoing and confident in social situations (mean score=3.754). Lastly, the students agreed that they are social and enjoy meeting new people (mean score of 3.744). The standard deviation of the responses indicates moderate deviation in the responses. The skewness and kurtosis of less than 1 represent the normal distribution in the received responses from the students who participated in the survey.

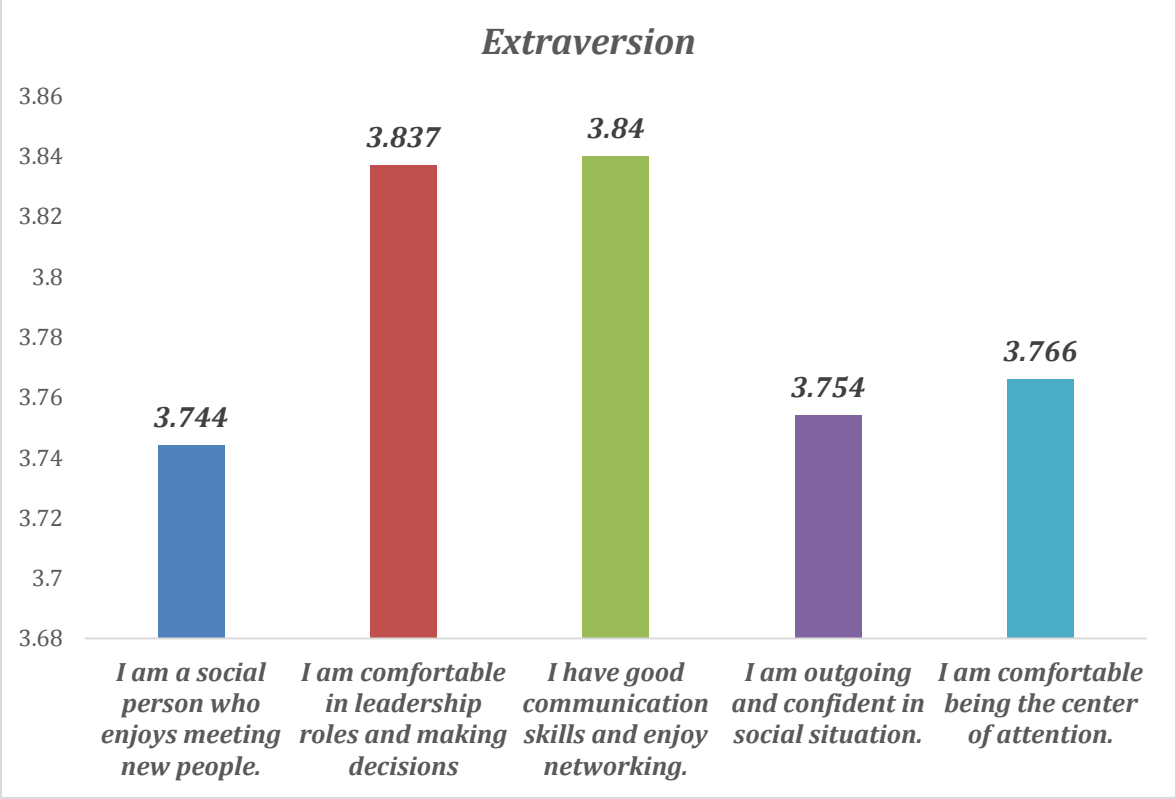

Figure 4.6 Descriptive Analysis of The Personality Traits of Extraversion

The Personality Trait of Agreeableness

The people with agreeableness in entrepreneurs can be in both directions. Some traits of agreeableness Golberg (1990) like cooperative, helpful, patient, cordial, friendly, trustful, and diplomatic are helpful but on the other hand traits like combative, harsh, bossy, demanding, domineering, manipulative, rude, and ruthless are in the negative side. Entrepreneurs can have these on both the bright and dark sides. If entrepreneurs have a high level of energy and obsession to succeed, then it can be destructive for the

organization and the entrepreneur himself. In the study, agreeableness is measured with the help of five statements. The result of the descriptive analysis of the responses received against the statements measuring agreeableness is discussed below:

Table 4.5 Descriptive Analysis of the Personality Trait of Agreeableness.

Name	**Mean**	**Standard deviation**	**Excess kurtosis**	**Skewness**
PTA1: I am considerate of other people's feelings.	3.507	0.804	1.215	-0.591
PTA2: I try to avoid conflict and promote harmony.	3.555	0.868	0.664	-0.456
PTA3: I am a good listener and empathetic.	3.565	0.903	0.654	-0.458
PTA4: I am kind to others and respect their feelings	3.581	0.806	0.577	-0.28
PTA5: I prioritize harmony and collaboration over competition and conflict.	3.5	0.845	0.772	-0.251

The results of the descriptive analysis indicate a strong agreement among students regarding the statements about agreeableness. Firstly, the students agree that they are kind to others and respect their feelings (mean score= 3.581) and that they are a good listener and empathetic in nature (mean score= 3.565). Furthermore, they agree that they try to avoid conflict and promote harmony (mean score= 3.555) and that they are considerate of other people's feelings (mean score= 3.507). Lastly, the students agree that over competition and conflict, they prioritize harmony and collaboration (mean score= 3.5). The standard deviation of the responses indicates moderate deviation in the responses. The skewness and kurtosis of less than 1 represent the normal distribution in the received responses from the students who participated in the survey.

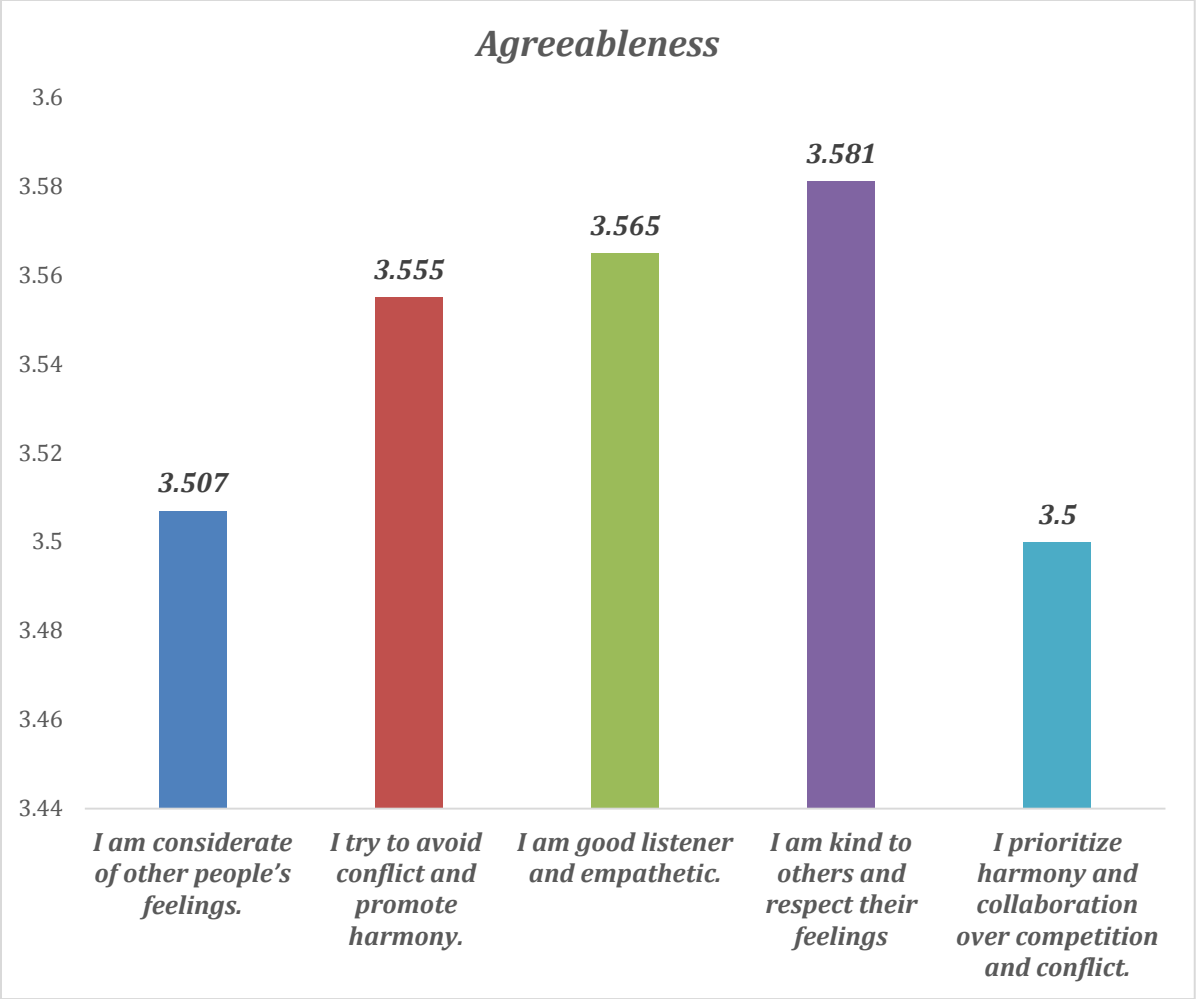

Figure 4.7 Descriptive Analysis of the Personality Traits of Agreeableness

Personality Trait of Neuroticism

For personal success, personality must have emotional stability Barrick, Mount, and Judge (2001); Rauch and Frese (2007), which can be the dark side of the neuroticism factor (the reverse of emotional stability) and entrepreneurship. Singh and De Noble (2003) discovered the negative relationship between neuroticism and self-employment in terms of intent and perceived ability. In the study, neuroticism is measured with the help of five statements. The result of the descriptive analysis of the responses received against the statements measuring neuroticism is discussed below:

Table 4.6 Descriptive Analysis of the Personality Trait of Neuroticism.

Name	Mean	Standard deviation	Excess kurtosis	Skewness
PTN1: I am prone to worrying and anxiety.	2.5	0.905	0.69	0.631
PTN2: I can be moody and emotional.	2.459	0.888	0.788	0.668
PTN3: I am sensitive to criticism.	2.495	0.918	0.66	0.516
PTN4: I am prone to anxiety and negative emotions.	2.45	0.888	0.601	0.533
PTN5: I am a very emotional person and don't like criticism.	2.45	0.88	0.658	0.471

The results of the descriptive analysis indicated a high level of agreement among the students regarding the statements measuring neuroticism. Firstly, the students agree that they are sensitive to criticism (mean score= 2.495) and that they can be moody and emotional (mean score= 2.459). The students also showed a significant amount of agreement with the statement that they can be prone to anxiety and negative emotions (mean score= 2.45) and that they are very emotional and don't like criticism (mean score= 2.45). Lastly, the students agree that they are prone to worrying and anxiety (mean score=2.5). The standard deviation of the responses indicates moderate deviation in the responses. The skewness and kurtosis of less than 1 represent the normal distribution in the received responses from the students who participated in the survey.

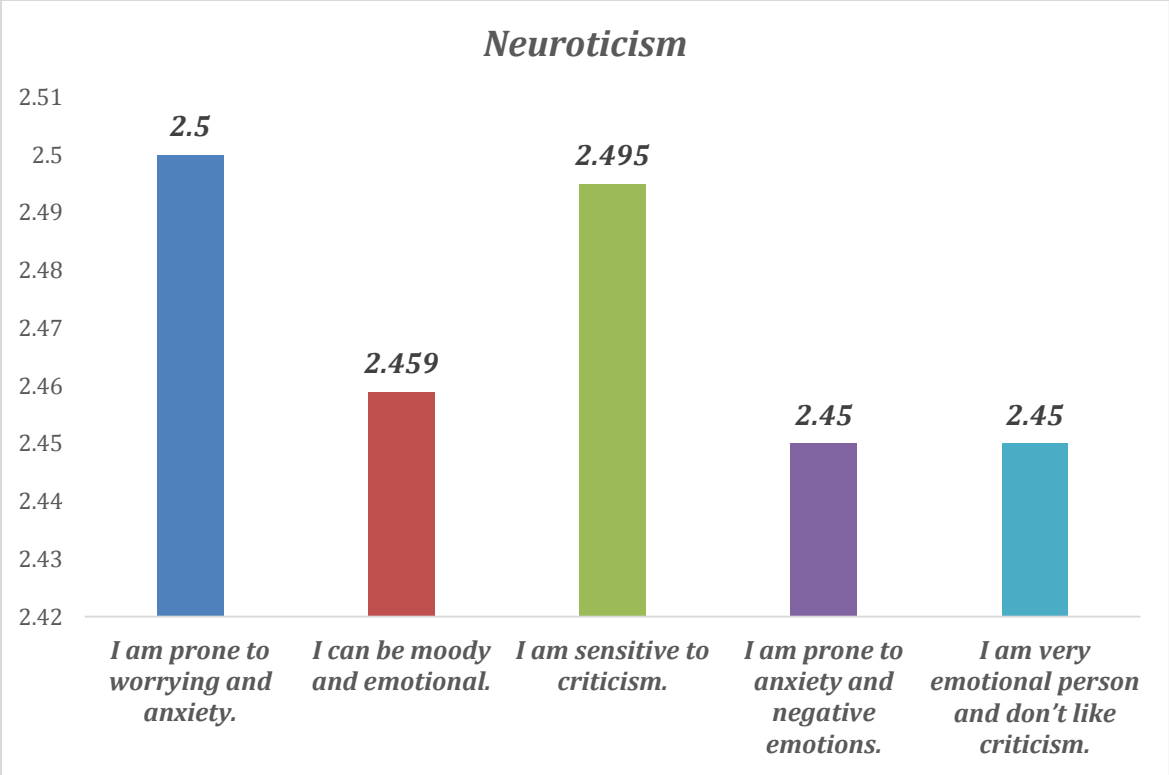

Figure 4.8 Descriptive Analysis of the Personality Traits of Neuroticism

Entrepreneurial Training

Individual training and development have developed as a major educational enterprise over the past few decades. It is a process that provides conditions in which individuals gain knowledge, skills, or abilities Kings, (1964). However, Entrepreneurial training has emerged as a major influence in entrepreneurship and venture development. Training is a well-organized opportunity for participants to acquire the necessary understanding and skills Lynton & Pareek, (1967). Training continuously includes learning experiences provided to an individual to bring about changes in behavior that promote the attainment of goals and objectives. Therefore, it is considered an influential tool for an individual to attain knowledge and skills. Training is defined as a planned learning experience designed to bring about permanent changes in an individual's knowledge, attitudes, or skills Campbell et.al., (1970). It is required not only for improvement in individual knowledge and skills but to acquire behavioral skills also. Training may be defined as an experience, a discipline, or a regimen that causes people to acquire new, predetermined

behaviors. Laired, (1978). It helps an individual to perform his or her given job adequately by enhancing his or her ability to perform, skills, knowledge, and attitude. In the study entrepreneurial training is measured with the help of five statements. The result of the descriptive analysis of the responses received against the statements measuring entrepreneurial training is discussed below:

Table 4.7 Descriptive Analysis of Entrepreneurial Training.

Name	**Mean**	**Standard deviation**	**Kurtosis**	**Skewness**
ET1: I am satisfied with the training program I have completed.	3.581	0.812	0.44	-0.385
ET2: Entrepreneurial training helped me to generate new business ideas.	3.653	0.854	1.291	-0.796
ET3: Entrepreneurial training helped me in assessing the feasibility of my useful ideas	3.605	0.883	0.489	-0.396
ET4 I am confident in my ability to execute my business idea after receiving entrepreneurial training.	3.622	0.792	0.434	-0.29
ET5 Entrepreneurial training helped me in developing a business plan for my ideas.	3.586	0.871	0.335	-0.331

The descriptive analysis results showed a strong consensus among students regarding the statements measuring entrepreneurial training. Firstly, the students agree that their entrepreneurial training helped them generate new business ideas (mean score of 3.653) and that they are confident in their ability to execute their business ideas after receiving entrepreneurial training (mean score of 3.622). Moreover, the students also agree that their entrepreneurial training helped them assess the feasibility of their useful ideas (mean score of 3.605) and that the training helped them develop a business plan for their ideas (mean score of 3.586). Lastly, the students are satisfied with the training program they

have completed (mean score of 3.581). The standard deviation of the responses indicates moderate deviation in the responses. The skewness and kurtosis of less than 1 represent the normal distribution in the received responses from the students who participated in the survey.

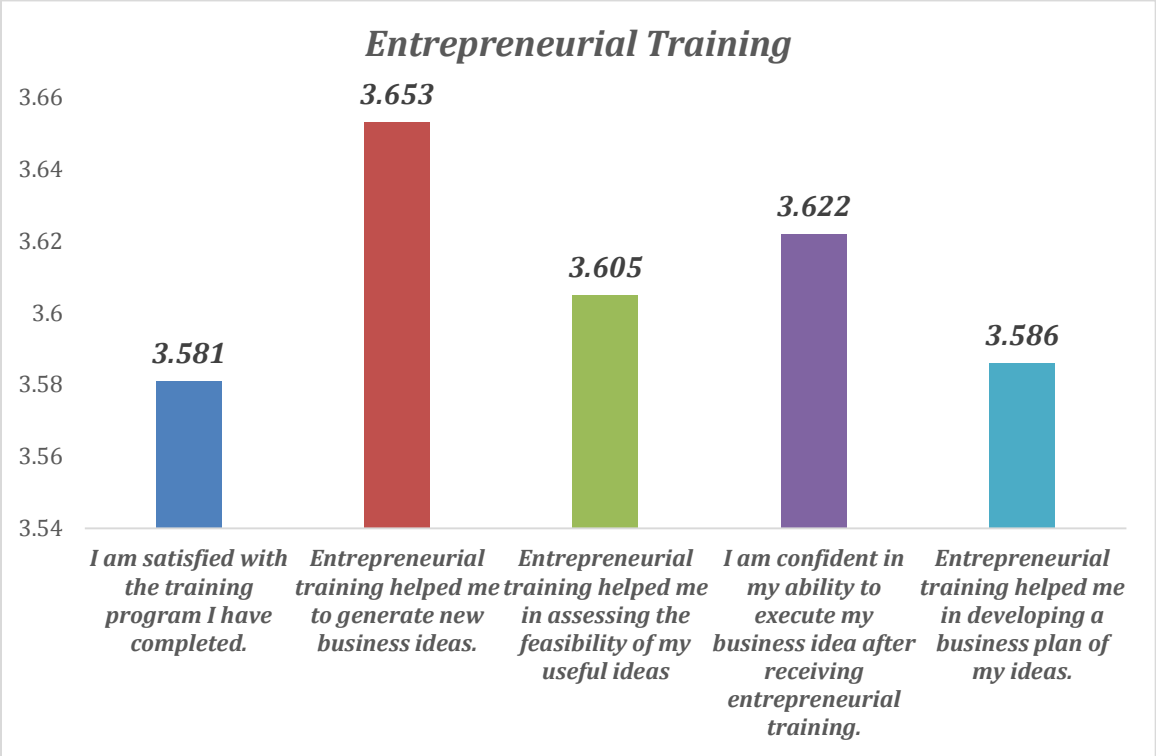

Figure 4.9 Descriptive Analysis of the Entrepreneurial Training

Career Anchoring

The career anchor defines one's life as a way of identifying one's area of interest, contribution in the long run, organizing experience, and generating criteria for the kind of work setting in which one will measure oneself Schein, (1978). Edgar Schein was at the Massachusetts Institutes of Technology (MIT) Slogan School of Business when he developed the theory of career anchors. His research stated that there are three components in making the "career anchor". These three components are self-perceived talents and abilities (based on actual successes in a variety of work settings), self-perceived motives and needs (based on opportunities for self-test and self-diagnosis in real situations), and self-perceived attitudes and values (based on actual encounters

between self and the norms and values of the employing organizations and work setting). Schein, (1978). This theory further posited that career anchors have eight major types that drive individuals' career decisions. Their types are **Security and stability (**the desire of the person for the security of employment and benefits which make one stable for life); **Autonomy and independence (**the desire of every person to have freedom in his organization to pursue career interest); **Technical/functional competence (**desire for enhanced technical competence and credibility.) **Managerial competence (**desire in which person wants to have managerial responsibilities.), **Entrepreneurial creativity (**desire of a person to create and develop new products and services), **Services and dedication to a cause:** desire to do the activities that make the world a better place.) **Pure challenge (**desire to have major challenges and overcome obstacles and solve problems) and **Lifestyle (**desire to integrate personal and career needs.)

Schein's career anchor theory is based on the desires of a person in his employment to make professionalism better. His theory concludes that congruence between one's career orientation and work environment will give job satisfaction and increase commitment while incongruence will give job dissatisfaction and turnover Feldman and Bolino, (1996). In the study, Career anchoring is measured with the help of five statements. The result of the descriptive analysis of the responses received against the statements measuring career anchoring is discussed below:

Table 4.8 Descriptive Analysis- of Career Anchoring

Name	Mean	Standard deviation	Excess kurtosis	Skewness
CA1: Participating in the training program impacted my career goals and aspirations as an entrepreneur.	3.584	0.997	-0.242	-0.385
CA2: Entrepreneurial Training helped me to change my perception towards choosing entrepreneurship as a career.	3.651	1.004	-0.066	-0.468
CA3: Entrepreneurial training helped me in developing and strengthening my entrepreneurial skills and competencies.	3.648	1.009	0.088	-0.501
CA4: I am very anchored in my current career but find it difficult to come up with new business ideas.	3.644	0.973	-0.409	-0.33
CA5: I am not anchored in my current career and have no trouble coming up with new business ideas.	3.591	1.011	-0.354	-0.27

The descriptive analysis results showed that students highly agreed with the statements measuring career anchoring. Firstly, the students agree that. entrepreneurial training helped them to change their perception towards choosing entrepreneurship as a career (mean score=3.651). and that the training helped them develop and strengthen their entrepreneurial skills and competencies (mean score of 3.648). Furthermore, the students agree that they are very anchored in their current career but find it difficult to come up with new business ideas (mean score= 3.644) and that they are not anchored in their current career and have no trouble coming up with new business idea (mean score= 3.591). Lastly, the students agree that participating in the training program impacted their career goals and aspirations as entrepreneurs (mean score of 3.584). The standard deviation of the responses indicates moderate deviation in the responses. The skewness and kurtosis of less than 1 represent the normal distribution in the received responses from the students who participated in the survey.

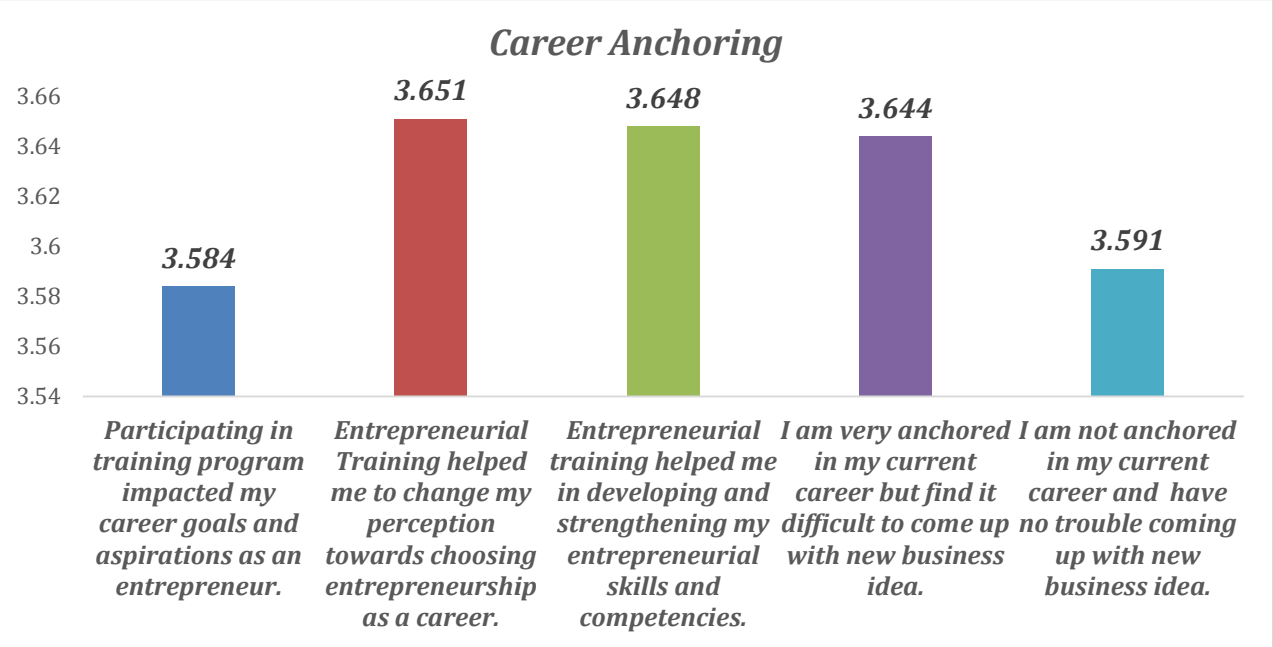

Figure 4.10 Descriptive Analysis of Career Anchoring

Business Ideation Stage of Entrepreneurship

The business ideation stage is where the journey of entrepreneurship begins. It's the creative phase where aspiring entrepreneurs brainstorm, research, and develop ideas for

potential businesses. During this stage, individuals explore various concepts, identifying market needs, opportunities, and gaps to address. Key activities include *Identifying Problems or Needs* (Entrepreneurs analyze market trends, consumer behavior, and pain points to pinpoint areas where a new product or service could make a difference.), *Generating Ideas* (which involves brainstorming sessions, idea generation techniques, and inspiration from personal experiences or observations. The aim is to generate a pool of potential business concepts.), *Research and Validation* (Once ideas are generated, entrepreneurs conduct market research to validate their feasibility. This includes assessing market demand, competition, potential customer base, and revenue opportunities.), *Refinement* (Ideas are refined and narrowed down based on research findings and feasibility assessments. Entrepreneurs may also seek feedback from mentors, advisors, or potential customers to refine their concepts further.) *Developing a Value Proposition*: Entrepreneurs articulate the unique value their business idea offers to customers. This involves defining the problem the business solves, its target audience, and the benefits it provides over existing solutions. *Creating a Business Model*: Entrepreneurs formulate a preliminary business model outlining how the venture will generate revenue, deliver value to customers, and sustainably operate over time. *Prototyping and MVP Development* (For product-based businesses, creating prototypes or minimum viable products (MVPs) allows entrepreneurs to test their ideas in the real world and gather valuable feedback for iteration.). The business ideation stage sets the foundation for the entire entrepreneurial journey. Successful ideation requires creativity, market insight, and a willingness to explore and iterate ideas until a viable concept emerges. In the study business ideation stage of entrepreneurship is measured with the help of five statements. The result of the descriptive analysis of the responses received against the statements measuring the business ideation stage of entrepreneurship is discussed below:

Table 4.9 Descriptive Analysis- Business Ideation Stage of Entrepreneurship

Name	Mean	Standard deviation	Excess kurtosis	Skewness
BISE1: I have a clear business idea and plan for execution.	3.675	1.145	-0.074	-0.808
BISE2: I have conducted market research and analyzed the competition for my business idea.	3.6	1.154	-0.117	-0.688
BISE3: I have a necessary skill to start a new business.	3.684	1.131	-0.399	-0.592
BISE4: I feel confident in my ability to learn new skills necessary for starting a new business.	3.667	1.108	-0.312	-0.629

The descriptive analysis results showed a high level of agreement among students regarding the statements measuring business at the ideation stage of entrepreneurship. Firstly, the students agree that they have the necessary skills to start a new business (mean score of 3.684) and that they have a clear business idea and execution plan (mean score of 3.675). Furthermore, the students also agree that they feel confident in their ability to learn new skills necessary for starting a new business (mean score of 3.667) and that they have conducted market research and analyzed the competition for their business idea (mean score of 3.6). The standard deviation of the responses indicates moderate deviation in the responses. The skewness and kurtosis of less than 1 represent the normal distribution in the received responses from the students who participated in the survey.

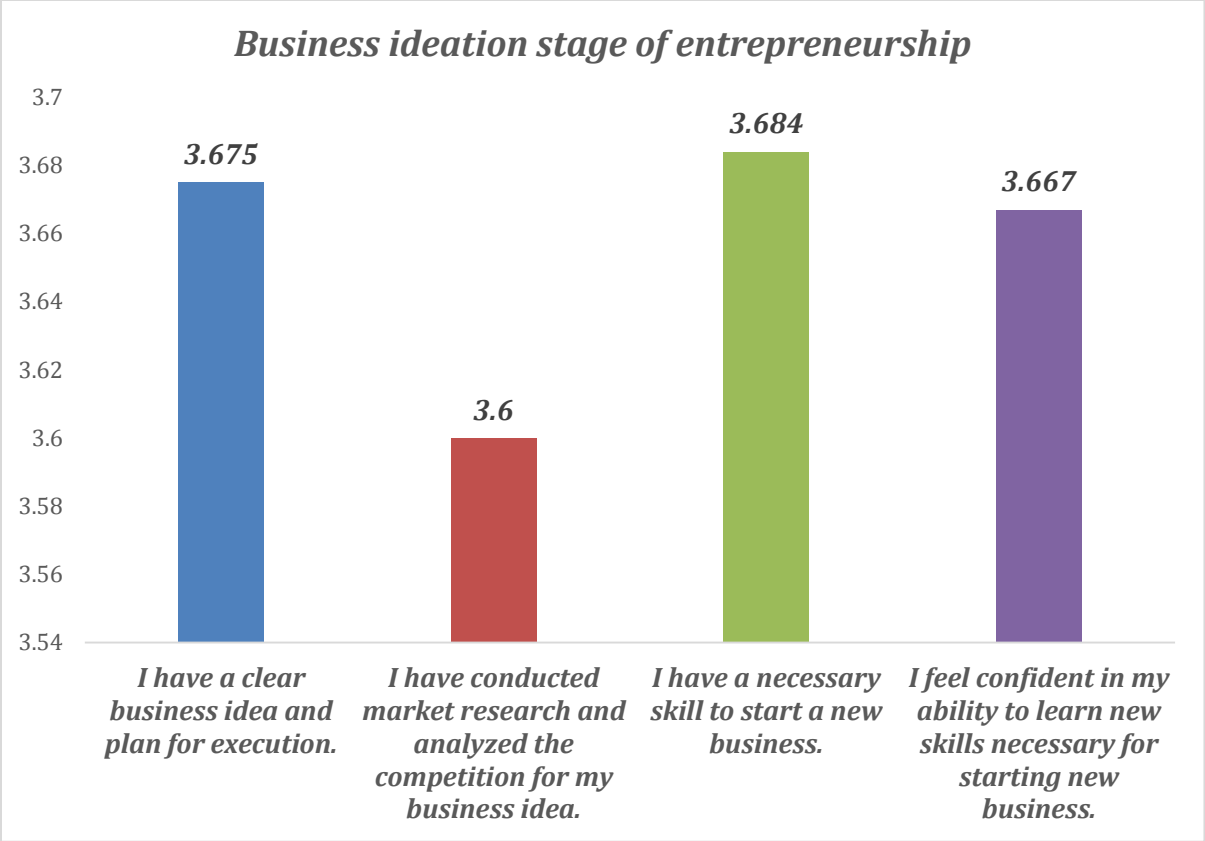

Figure 4.11 Descriptive Analysis of the Business Ideation Stage of Entrepreneurship

4.2.2 Reliability Analysis

The study uses the measurement scale representing the entrepreneurial training, personality traits, career anchoring, and business idea stage of entrepreneurship along with their indicators. The internal consistency reliability of the factor representing entrepreneurial training, personality traits, career anchoring, and business idea stage of entrepreneurship is inspected with the help of Cronbach alpha. The required criteria of Cronbach alpha for each factor (*entrepreneurial training, personality traits, career anchoring, and business idea stage of entrepreneurship*) in the scale is greater than 0.7. The results of the reliability analysis for the different factors included in the questionnaire are reported in the table. The results of Cronbach alpha (reliability analysis) for each factor are reported above 0.7 (*business idea stage of entrepreneurship =0.897, career anchoring=0.862, conscientiousness=0.89, entrepreneurial training=0.893, openness=0.906, agreeableness=0.89, extroversion=0.913 and neuroticism=0.91).* Thus,

the results ensure the presence of internal consistency and reliability of all the included factors in the measurement scale.

Table 4.10: Reliability Analysis of Scale.

Factor name	***Number of items***	***Cronbach's alpha***	***Remark***
BISE	4	0.897	Excellent
Career Anchoring	5	0.862	Excellent
Conscientiousness	5	0.89	Excellent
Entrepreneurial Training	5	0.893	Excellent
Openness	5	0.906	Excellent
Agreeableness	5	0.89	Excellent
Extroversion	5	0.913	Excellent
Neuroticism	5	0.91	Excellent

4.2.3 Construct validity

The construct validity of the measurement scale consisting of the factors namely *entrepreneurial training, personality traits, career anchoring, and business idea stage of entrepreneurship* is evaluated with the help of the CFA method. The construct validity of the measurement scale representing the entrepreneurial training, personality traits, career anchoring, and business idea stage of entrepreneurship used in the study is examined concerning two different components namely convergent validity and discriminant validity. The convergent validity examines the relationship between the statements used to measure the entrepreneurial training, personality traits, career anchoring, and business idea stage of entrepreneurship with their respective factors. The convergent validity of the entrepreneurial training, personality traits, career anchoring, and business idea stage

of entrepreneurship is examined with the help of item's construct loadings, factors composite reliability, and average variance extracted values. The convergent validity of the measurement scale with factors of entrepreneurial training, personality traits, career anchoring, and business idea stage of entrepreneurship is ensured if the construct loadings of most of the items are greater than 0.7, CR and AVE of the factors are above 0.7 and 0.5 respectively.

The discriminant validity of the measurement scale with factors of *entrepreneurial training, personality traits, career anchoring, and business idea stage of entrepreneurship* is examined with the help of the cross-correlations between the statements used to measure the different factors. These cross-correlations are expected to be low as the different factors are used to measure different behavior. The discriminant validity of the scale with factors of *entrepreneurial training, personality traits, career anchoring, and business idea stage of entrepreneurship* is examined with the help of the HTMT ratio as well as the criteria of Fornell Larcker. The HTMT ratio of the different pairs of included factors is expected to be less than 0.8, whereas according to the Fornell Larcker criteria, the square root of each factor needs to be more than its correlation with the remaining factors. The results of the construct validity (convergent and discriminant validity) are reported in the table.

Table 4.11: Construct Loading

	BISE	Career Anchoring	Entrepreneurial Training	Agreeableness	Conscientiousness	Extroversion	Neuroticism	Openness
BISE1	0.766							
BISE2	0.844							
BISE3	0.874							
BISE4	0.823							
CA1		0.714						
CA2		0.672						
CA3		0.745						
CA4		0.834						

CA5		0.751						
ET1			0.823					
ET2			0.731					
ET3			0.817					
ET4			0.787					
ET5			0.796					
PTA1				0.782				
PTA2				0.813				
PTA3				0.812				
PTA4				0.761				
PTA5				0.758				
PTC1					0.807			
PTC2					0.767			
PTC3					0.786			
PTC4					0.744			
PTC5					0.822			
PTE1						0.826		
PTE2						0.856		
PTE3						0.822		
PTE4						0.808		
PTE5						0.805		
PTN1							0.797	
PTN2							0.833	
PTN3							0.786	
PTN4							0.876	
PTN5							0.792	
PTO1								0.797
PTO2								0.829
PTO3								0.803
PTO4								0.837
PT05								0.793

4.2.4 Convergent validity

The results of the convergent validity reported the estimated values of construct loadings of all the items in the measurement scale, CR, and AVE of each factor. The result found that the construct loadings of most of the items are greater than 0.7. Further, the estimated values of CR and AVE are found greater than 0.7 and 0.5 respectively (*business idea stage of entrepreneurship =0.897, career anchoring=0.862, conscientiousness=0.89, entrepreneurial training=0.893, openness=0.906, agreeableness=0.89,*

extroversion=0.913 and neuroticism=0.91). Thus, the convergent validity of the measurement scale is ensured.

Table 4.12: Convergent validity, CR & AVE.

	Cronbach's alpha	**Composite reliability (CR)**	**Average variance extracted (AVE)**
BISE	0.897	0.897	0.685
Career Anchoring	0.862	0.861	0.555
Conscientiousness	0.89	0.89	0.617
Entrepreneurial Training	0.893	0.893	0.627
Openness	0.906	0.906	0.66
Agreeableness	0.89	0.889	0.617
Extroversion	0.913	0.913	0.678
Neuroticism	0.91	0.91	0.668

4.2.5 Discriminant validity

The discriminant validity of the measurement scale is examined with the help of the HTMT ratio and Fornell Larcker criteria. The HTMT ratio compares the ratio of correlation between the items of the different constructs to the correlation between the items of the same construct. The estimated value of the HTMT ratio is less than 0.8 for each pair of different factors. The results of the HTMT ratio satisfied the criteria of the HTMT ratio, thereby, ensuring the presence of discriminant validity of the measurement scale. In addition to this, the Fornell Larcker compares the square root of each factor with its correlation with remaining factors and is expected to be higher. The results of the Fornell Larcker criteria reported that the first value of each column (square root of factor AVE) is found greater than all other values in the column (correlation with other factors). Thus, the criteria of discriminant validity are also satisfied, and it can be concluded that the measurement scale is valid concerning the construct validity.

Table 4.13: HTMT Ratio for Discriminant Validity

	BISE	Career Anchoring	Conscientiousness	Entrepreneurial Training		Openness	Agreeableness	Extroversion	Neuroticism
BISE									
Career Anchoring	0.555								
Conscientiousness	0.526	0.56							
Entrepreneurial Training	0.488	0.727	0.496						
Openness	0.522	0.7	0.66	0.526					
Agreeableness	0.434	0.603	0.528	0.517		0.621			
Extroversion	0.385	0.611	0.493	0.516		0.516	0.563		
Neuroticism	0.448	0.667	0.513	0.613		0.569	0.463	0.566	

Table 4.14: Fornell Larcker Criteria for Discriminant Validity

	BISE	Career Anchoring	Conscientiousness	Entrepreneurial Training	Openness	Agreeableness	Extroversion	Neuroticism
BISE	0.828							
Career Anchoring	0.558	0.745						
Conscientiousness	0.526	0.564	0.786					
Entrepreneurial Training	0.488	0.73	0.495	0.792				
Openness	0.52	0.702	0.66	0.526	0.812			
Agreeableness	0.434	0.608	0.528	0.516	0.623	0.786		
Extroversion	0.385	0.613	0.493	0.514	0.516	0.564	0.824	
Neuroticism	-0.448	-0.666	-0.515	-0.611	-0.57	-0.466	-0.566	0.817

4.2.6 Item Multicollinearity

The items included in the measurement scale are not supposed to be duplicated to each other, else the problem of redundancy and multicollinearity occurs. The multicollinearity of the items is examined with the help of the variance inflation factor. The VIF value for each item is expected to be less than 0.5. The results of item multicollinearity are reported in the table. The results reported that the VIF values of all the included items in the measurement scale are found to be less than 5 indicating the absence of a multicollinearity problem in the measurement scale.

Table 4.15: Item Multicollinearity.

Item code	**VIF**		**Item Code**	**VIF**
BISE1	2.47		PTC1	2.349
BISE2	2.203		PTC2	2.236
BISE3	2.579		PTC3	2.226
BISE4	2.863		PTC4	2.224
CA1	1.913		PTC5	2.267
CA2	1.82		PTE1	2.4
CA3	1.851		PTE2	2.671
CA4	1.78		PTE3	2.541
CA5	2.008		PTE4	2.654
ET1	2.072		PTE5	2.776
ET2	2.029		PTN1	2.241
ET3	2.411		PTN2	2.432
ET4	2.151		PTN3	2.696
ET5	2.635		PTN4	2.756
PT05	2.406		PTN5	2.588
PTA1	2.033		PTO1	2.586
PTA3	2.398		PTO2	2.372
PTA4	2.182		PTO3	2.274
PTA5	2.451		PTO4	2.527

4.2.7 Common Method Bias

The presence of biases in the responses leads to biased conclusions in the research study, which will not be accepted. Thus, the presence of bias in the responses received in the study is examined with the help of the Harman single-factor method. The Harman single factor explains the proportion of variance of the factors taken together with the help of one single factor. The exploratory factor analysis is applied to estimate the value of one single factor. The result of the Harman single factor is reported in the table. The results reported that only 41.47 percent of the variable of the entire factors included in the measurement scale is explained by the common factor. Since the estimated value of 41.47 % is less than the required cut-off value of 50%, thus it can be concluded that the responses received in the study are free from common method bias. The conclusions made in the research study, thus, are free from bias.

Table 4.16: Common Method Bias

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	16.592	41.479	41.479	16.592	41.479	***41.479***
2	2.516	6.289	47.768			
3	2.456	6.139	53.908			
4	2.042	5.104	59.012			
5	1.778	4.446	63.457			
6	1.577	3.943	67.401			
7	1.228	3.069	70.470			
8	.879	2.198	72.668			
9	.618	1.544	74.212			
10	.558	1.394	75.606			
11	.542	1.355	76.961			
12	.508	1.270	78.230			

13	.501	1.252	79.483			
14	.484	1.211	80.693			
15	.470	1.174	81.868			
16	.446	1.114	82.982			
17	.434	1.084	84.066			
18	.405	1.012	85.077			
19	.398	.996	86.073			
20	.379	.948	87.021			
21	.375	.937	87.958			
22	.364	.911	88.869			
23	.338	.844	89.713			
24	.328	.819	90.532			
25	.323	.808	91.341			
26	.312	.779	92.120			
27	.292	.730	92.850			
28	.279	.699	93.548			
29	.263	.657	94.205			
30	.257	.643	94.848			
31	.238	.595	95.443			
32	.234	.586	96.029			
33	.227	.567	96.595			
34	.224	.561	97.156			
35	.214	.535	97.691			
36	.209	.522	98.213			
37	.192	.481	98.694			
38	.189	.473	99.167			
39	.175	.438	99.605			
40	.158	.395	100.000			
Extraction Method: Principal Component Analysis.						

4.2.8 Personality – 2nd order Confirmatory Factor Analysis (CFA)

The *Personality Traits are* used in the study as *a second-order construct* measured with the help of five different dimensions namely Conscientiousness, Openness, Agreeableness, Extroversion, and Neuroticism. Each dimension of the personality trait is measured with the help of statements included in the questionnaire and assumed to be reflective-reflective in nature. The validity of the second-order construct is examined with the help of second-order CFA. The structural model of the second-order CFA is shown below, and the results of the second-order CFA are reported in the table.

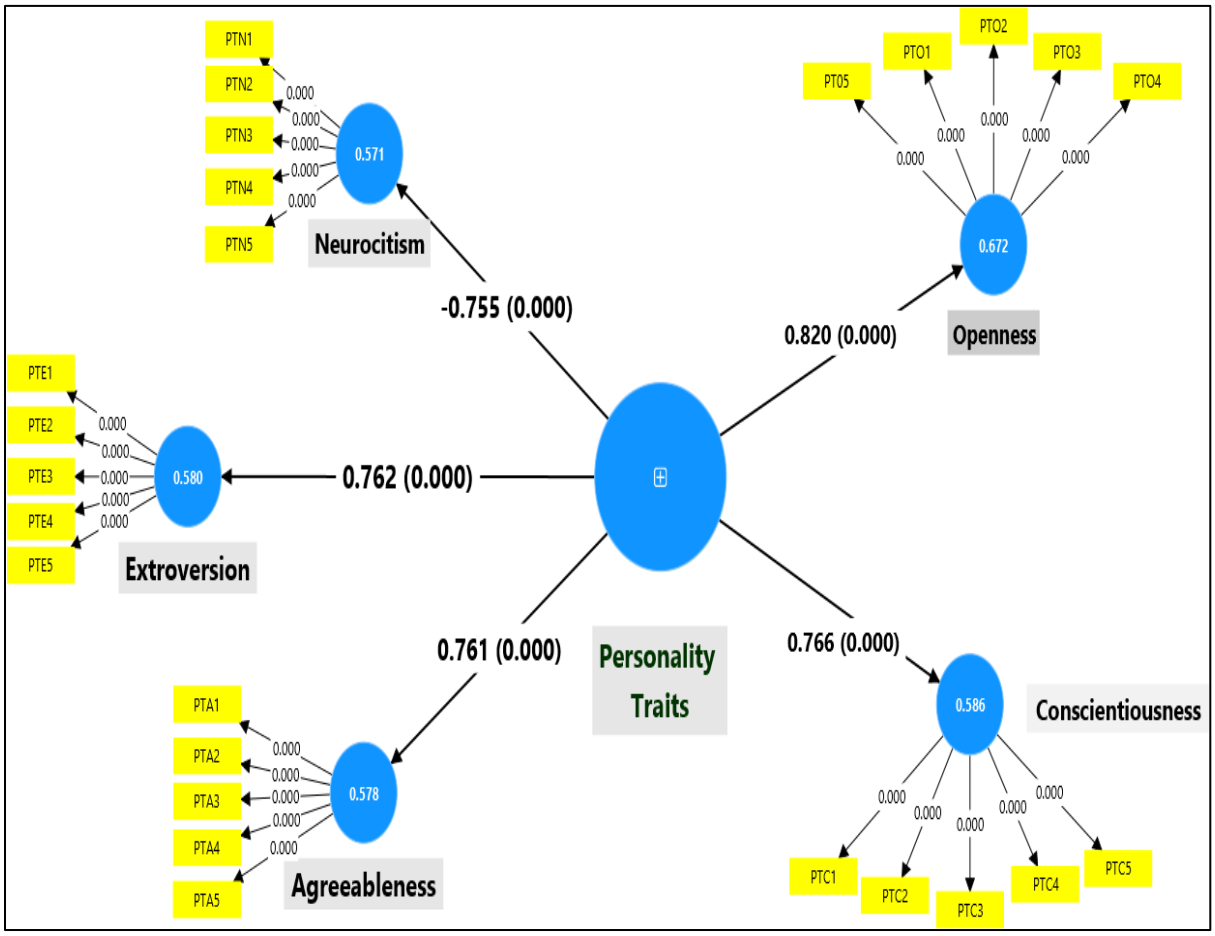

Figure 4.12: Second order CFA- Personality Traits

Table 4.17: Results of Second-Order CFA- Personality Traits

Construct	Construct Loadings	Construct Loadings square	Error	CR	AVE
Conscientiousness	0.766	0.587	0.413	0.881	0.597
Openness	0.82	0.672	0.328		
Agreeableness	0.761	0.579	0.421		
Extroversion	0.762	0.581	0.419		
Neuroticism	0.755	0.570	0.430		
Total	3.864	2.989	2.011		

The result of second-order CFA applied to examine the validity of the second-order measurement scale measuring the personality traits of the respondents who participated in the study reported the estimated values of CR and AVE. The Cr of personality trait is found to be greater than 0.7 and the AVE is greater than 0.5. Thus, it can be concluded that the five dimensions of personality traits significantly represent it. Thus, it can be concluded that the personality trait of the respondents is a valid construct.

Relationship between Personality Traits, Entrepreneurial Training, Career Anchoring and BISE

In the study, the relationship between *Personality Traits, Entrepreneurial Training, Career Anchoring, and BISE* is examined with the help of a structural model. Personality *Traits are a* second-order construct measured with the help of five different dimensions namely Conscientiousness, Openness, Agreeableness, Extroversion, and Neuroticism. Each dimension of the personality trait is measured with the help of statements included in the questionnaire and assumed to be reflective-reflective in nature. Entrepreneurial *Training, Career Anchoring, and BISE* are lower-order reflective constructs and are

measured with statements. The BISE is assumed an endogenous construct, whereas the personality traits and entrepreneurial training are assumed exogenous in nature. Career anchoring plays a mediating role in the structural model. The following hypotheses are examined with the help of Smart PLS software:

H2: "*Personality traits of the students significantly influence the career anchoring"*

H3: "*Entrepreneurial training of the students significantly influences career anchoring"*

H4: "*Career anchoring of the students significantly influences the BISE"*

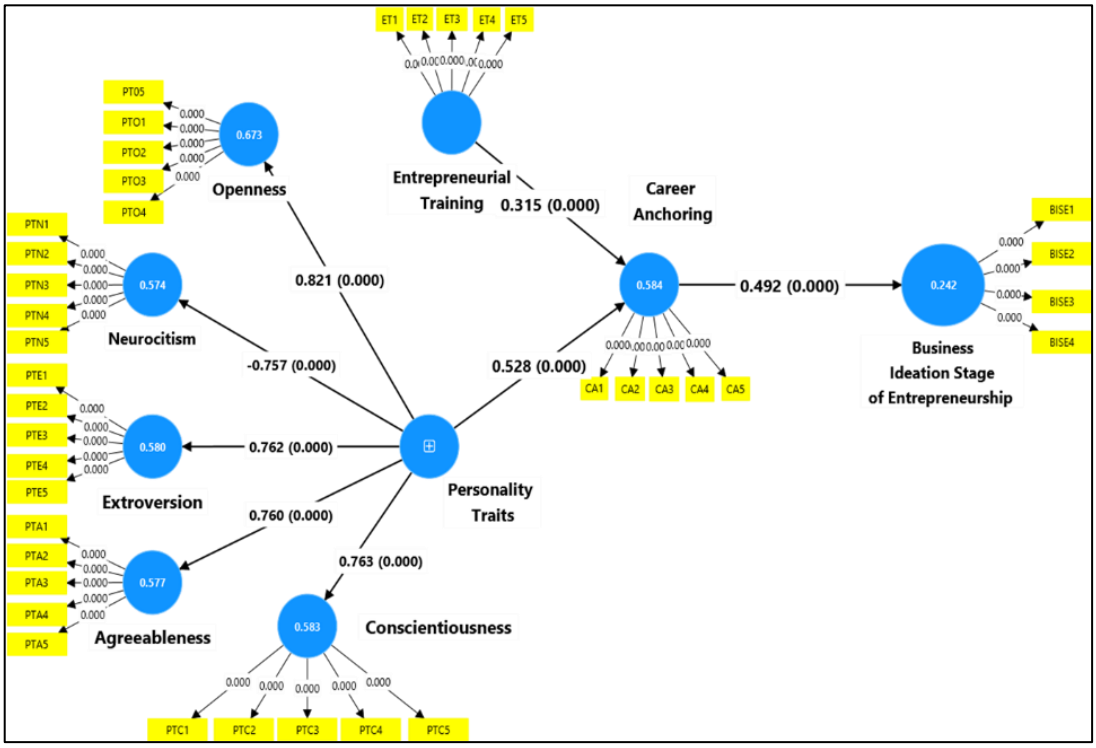

Figure 4.13: Relationship between Personality Traits, Entrepreneurial Training, Career Anchoring, and BISE

Table 4.18: Hypotheses Test Statistics

Hypothesis	Path Coefficient	Standard Error	T stats	P values	Remark
Career Anchoring -> BISE	0.494	0.039	12.748	0.000	Supported
Entrepreneurial Training -> Career Anchoring	0.318	0.049	6.401	0.000	Supported
Personality Traits -> Career Anchoring	0.525	0.047	11.319	0.000	Supported

H2: "Personality traits of the students significantly influence career anchoring"

The result of the SEM analysis supported the hypothesis that *"Personality traits of the students significantly influence the career anchoring"* (path coefficient = 0.494, t stats= 12.748). The positive and significant path coefficient of personality traits indicates a significant positive impact on career anchoring. The higher level of employer branding practices enhances their career anchoring.

H3: *"Entrepreneurial training of the students significantly influences career anchoring"*

The result of the SEM analysis supported the hypothesis that *"Entrepreneurial training of the students significantly influences the career anchoring"* (path coefficient = 0.318, t stats= 6.401). The positive and significant path coefficient of Entrepreneurial training of the students indicates a significant positive impact on career anchoring. The higher level of Entrepreneurial training of the students enhances their career anchoring.

H4: *"Career anchoring of the students significantly influences the BISE"*

The result of the SEM analysis supported the hypothesis that *"Career anchoring of the students significantly influences the BISE"* (path coefficient = 0.494, t stats= 12.748). The positive and significant path coefficient of career anchoring of the students indicates a significant positive impact on the BISE. The higher level of career anchoring enhances their BISE.

Objective 2: To examine the mediating role of career anchoring between entrepreneurial training and the business ideation stage of entrepreneurship.

This section discusses the result of mediating the role of ***career anchoring*** between the ***entrepreneurial training of the students*** and their ***business ideation stage of entrepreneurship***. The mediating role is examined with the help of Baron and Kenny's (1986) approach using the bootstrap method using Smart PLS.

4.3 Mediating Role of Career Anchoring between Entrepreneurial Training and Business Ideation Stage of Entrepreneurship

The career anchoring of the students is assumed to play a mediating role between their entrepreneurial training and the business ideation stage of entrepreneurship. The entrepreneurial training of the students has a significant impact on the business ideation stage of entrepreneurship via career anchoring. In the structural model, career anchoring is assumed as a mediating construct, whereas the entrepreneurial training of the students is assumed as an independent construct, and the business ideation stage of entrepreneurship as an endogenous construct. The mediating role of career anchoring between entrepreneurial training and the business ideation stage of entrepreneurship is examined with the help of Baron and Kenny's (1986) method along with the bootstrap method in Smart PLS 04 software. The following hypothesis was tested with the help of the Bootstrap method in Smart PLS 04.

Hypothesis: *"There exists a significant mediating effect of career anchoring between entrepreneurial training and the business ideation stage of entrepreneurship."*

The result of the mediation analysis is discussed below:

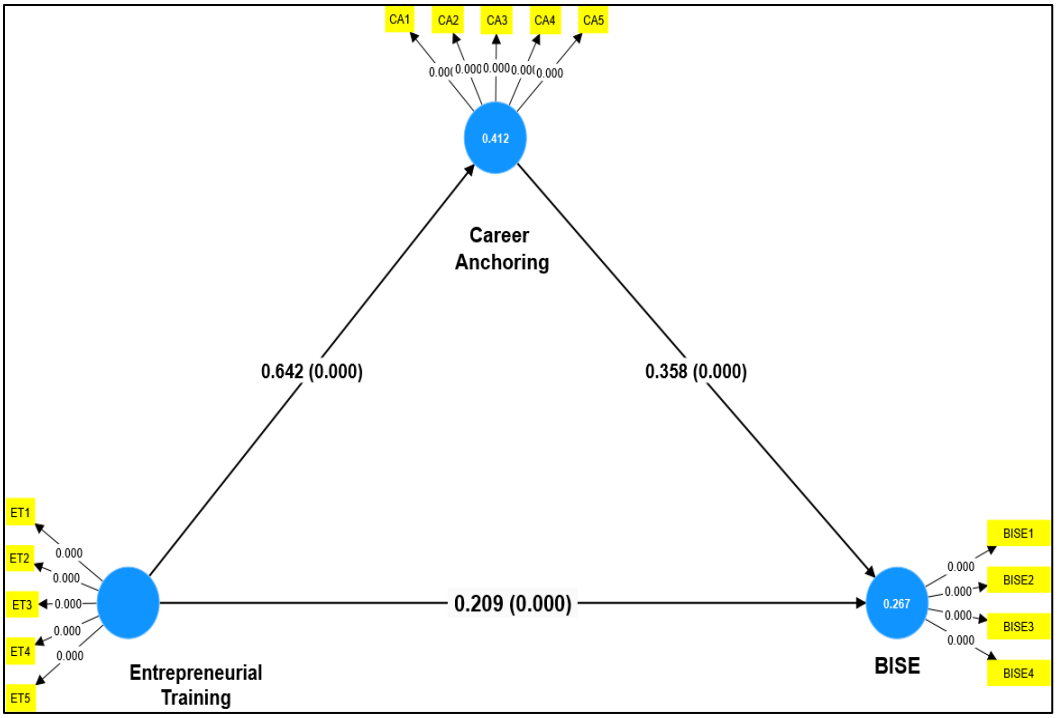

Figure 4.14: Mediating Effect of Career Anchoring between Entrepreneurial Training and BISE

Table 4.19: Mediating Effect of Career Anchoring between Entrepreneurial Training and BISE

Type of effect	***Effect between***	***Path Coefficient***	***T stats***	***P value***
Total Effect	ET→ BISE	***0.440***	***9.9693****	***0.000***
Indirect Effect	ET → CA → BISE	***0.23***	***5.868****	***0.000***
Direct Effect	ET → BISE	***0.209***	***3.496****	***0.000***
Conclusion	***Strong mediation effect of CA found b/w ET and BISE***			

The result of the mediation analysis supported the hypothesis that *"There exists a significant mediating effect of career anchoring between entrepreneurial training and business ideation stage of entrepreneurship".* The total effect of the entrepreneurial training of the students on the business ideation stage of entrepreneurship is found to be positive (0.440) and statistically significant at a 5 % level of significance (t stats= 9.9693). Further, the indirect effect of entrepreneurial training of the students on the business ideation stage of entrepreneurship via career anchoring is also found positive (0.23) and statistically significant (t stats = 5.868). The direct effect of entrepreneurial training of the students on the business ideation stage of entrepreneurship in the presence of career anchoring as a mediation variable in the structural model is further found positive and significant (path coefficient=0.209, t stats=3.496). Thus, based on statistical analysis, it can be concluded that career anchoring is playing a significant, moderately strong, and partially mediating role between entrepreneurial training and the business ideation stage of entrepreneurship. In other words, the entrepreneurial training of the students significantly influences their business ideation stage of entrepreneurship directly as well as with the help of career anchoring.

The result of the mediation analysis, demonstrating a significant mediating effect of career anchoring between entrepreneurial training and the business ideation stage of entrepreneurship, aligns with prior literature on the subject. Numerous studies have highlighted the crucial role of career anchoring in shaping individuals' entrepreneurial intentions and actions. For instance, research by Cable and Judge (1997) emphasized the influence of career anchors on career decisions and entrepreneurial behavior, indicating that individuals with strong career anchors are more likely to pursue entrepreneurial ventures aligned with their values and preferences. Additionally, the findings corroborate with the work of Shepherd and Krueger (2002), who argued that career anchors act as a guiding force, influencing individuals' entrepreneurial aspirations and strategies. Furthermore, studies such as those by Mitchell et al. (2001) have underscored the significance of career anchors in mediating the relationship between various antecedents and entrepreneurial outcomes, suggesting that career anchors serve as a mechanism through which entrepreneurial training can translate into tangible entrepreneurial actions, such as business ideation. Thus, the empirical evidence presented in this study contributes

to the existing body of literature by providing empirical support for the mediating role of career anchoring in the context of entrepreneurial training and the business ideation stage of entrepreneurship.

Objective 3: To examine the mediating role of career anchoring between personality traits and the business ideation stage of entrepreneurship.

This section discusses the result of the mediating role of career anchoring between personality traits and the business ideation stage of entrepreneurship. The mediating role is examined with the help of Baron and Kenny's (1986) approach using the bootstrap method using Smart PLS.

4.4. Mediating Role of Career Anchoring between Personality Traits and Business Ideation Stage of Entrepreneurship

The career anchoring of the students is assumed to play a mediating role between their personality traits and the business ideation stage of entrepreneurship. The personality trait of the students has a significant impact on the business ideation stage of entrepreneurship via career anchoring. In the structural model, career anchoring is assumed as a mediating construct, whereas the personality traits of the students are assumed an independent construct, and the business ideation stage of entrepreneurship is an endogenous construct. The mediating role of career anchoring between personality traits and the business ideation stage of entrepreneurship is examined with the help of Baron and Kenny's (1986) method along with the bootstrap method in Smart PLS 04 software. The following hypothesis was tested with the help of the Bootstrap method in Smart PLS 04.

Hypothesis: *"There exists a significant mediating effect of career anchoring between personality traits and the business ideation stage of entrepreneurship."*

The result of the mediation analysis is discussed below:

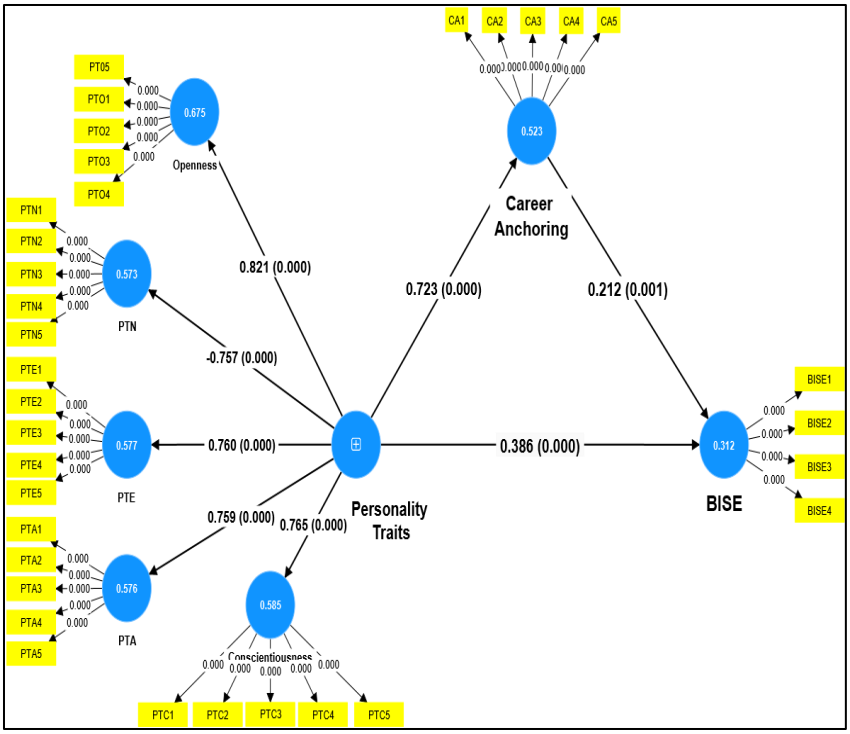

Figure 4.15: Mediating Effect of Career Anchoring between Personality Traits and BISE

Table 4.20: Mediating effect of Career Anchoring between Personality Traits and BISE.

Type of effect	***Effect between***	***Path Coefficient***	***T stats***	***P value***
Total Effect	PT→ BISE	***0.540***	***13.786*****	***0.000***
Indirect Effect	PT → CA → BISE	***0.154***	***3.331*****	***0.000***
Direct Effect	PT → BISE	***0.387***	***5.933*****	***0.000***
Conclusion	***Strong mediation effect of CA found b/w PT and BISE***			

The result of the mediation analysis supported the hypothesis that *"There exists a significant mediating effect of career anchoring between personality traits and business ideation stage of entrepreneurship".* The total effect of the personality traits of the students on the business ideation stage of entrepreneurship is found to be positive (0.540) and statistically significant at a 5 % level of significance (t stats= 13.786). Further, the indirect effect of personality traits of the students on the business ideation stage of entrepreneurship via career anchoring is also found positive (0.154) and statistically significant (t stats = 3.331). The direct effect of personality traits of the students on the business ideation stage of entrepreneurship in the presence of career anchoring as a mediation variable in the structural model is further found positive and significant (path coefficient=0.469, t stats=5.933). Thus, based on statistical analysis, it can be concluded that career anchoring plays a significant, moderately strong, and partial mediating role between personality traits and the business ideation stage of entrepreneurship. In other words, the personality traits of the students significantly influence their business ideation stage of entrepreneurship directly as well as with the help of career anchoring.

The findings of the mediation analysis align with existing literature highlighting the intricate relationship between personality traits, career orientation, and entrepreneurial behavior. Previous research by Zhao et.al., (2010) demonstrated that personality traits, particularly those related to risk-taking and innovation, significantly influence entrepreneurial intentions and behaviors. Moreover, the role of career orientation in shaping entrepreneurial processes has been underscored by studies such as that of Hmieleski et.al. (2008), who emphasized the impact of career identity on entrepreneurial entry. These studies collectively provide a theoretical foundation for understanding how individual characteristics, such as personality traits, interact with career-related factors to influence entrepreneurial outcomes.

Further support can be drawn from the work of Autio et.al., (2013), who proposed that career anchoring, defined as the extent to which individuals identify with their current career path, can serve as a critical mediator in the relationship between personality traits and entrepreneurial activities. They argue that individuals with strong career anchors may be more likely to translate their personality-driven inclinations into entrepreneurial

actions, thereby facilitating the conversion of ideas into viable business ventures. This perspective is consistent with the findings of the current study, which suggest that career anchoring indeed plays a significant mediating role in the pathway from personality traits to the business ideation stage of entrepreneurship.

Moreover, the notion of career anchoring as a mediating mechanism aligns with socio-cognitive theories of career development, as proposed by Lent et.al., (2013). According to these theories, individuals' career choices and behaviors are shaped by a complex interplay of personal attributes, environmental influences, and cognitive processes. Within this framework, career anchoring can be viewed as a cognitive schema that filters and interprets external stimuli, thereby guiding individuals' career-related decisions and actions. By integrating insights from career psychology and entrepreneurship research, the present study contributes to a more comprehensive understanding of the mechanisms underlying entrepreneurial behavior.

Furthermore, the significant direct effect of personality traits on the business ideation stage of entrepreneurship underscores the importance of individual predispositions in driving entrepreneurial activities. This finding resonates with the trait-based approach to entrepreneurship, which posits that certain personality characteristics, such as creativity, proactivity, and locus of control, are conducive to entrepreneurial success Rauch & Frese, (2007). The observed positive and statistically significant total effect of personality traits on business ideation further reinforces the notion that entrepreneurs' inherent traits shape their propensity to generate and develop innovative business concepts.

In summary, the results of the mediation analysis provide empirical support for the theoretical framework linking personality traits, career anchoring, and entrepreneurial behavior. By elucidating the mediating role of career anchoring in the relationship between personality traits and the business ideation stage of entrepreneurship, this study contributes to both the entrepreneurship and career development literature. These findings have practical implications for educators, policymakers, and practitioners

seeking to foster entrepreneurial talent and facilitate the transition from ideation to implementation in the entrepreneurial process.

4.5 Test of Difference

4.5.1 Selected Factors VS Gender

The scores of the factors included in the research study are estimated and compared for male and female students. The differences between male and female students are examined due to the psychological, social, and biological differences between them. The males and females are assumed as independent categories, whereas the factor scores estimated in the study are assumed as dependent variables. The independent sample t-test is applied to examine the difference in the factor scores between male and female respondents. The following hypothesis was examined with the help of an independent sample t-test:

H_{2a}: ***"The factors (agreeableness, business ideation stage of entrepreneurship, career anchoring, conscientiousness, entrepreneurial training, extroversion, neuroticism, openness, personality traits) are significantly different between male and female students"***

The result of the hypotheses testing is reported in the table:

Table 4.21: Shows Independent Sample T-test- Factors vs Gender.

	Gender	**N**	**Mean**	**Std. Deviation**	**T stats (p-value)**	**Remark**
Agreeableness	Male	281	3.6701	.75058	0.997 (0.320)	Not Supported
	Female	137	3.5799	.92109		
Business Ideation Stage of Entrepreneurship	Male	281	3.7198	.96994	1.831 (0.068)	Not Supported
	Female	137	3.5273	1.02753		
Career Anchoring	Male	281	3.6421	.73505	0.620	Not

	Female	137	3.5860	.92686	(0.536)	Supported
Conscientiousness	Male	281	3.5542	.70566	0.149	Not Supported
	Female	137	3.5429	.74909	(0.882)	
Entrepreneurial Training	Male	281	3.6165	.64714	0.301	Not Supported
	Female	137	3.5925	.81381	(0.764)	
Extroversion	Male	281	3.8426	.74664	2.055**	Supported
	Female	137	3.6748	.80089	(0.041)	
Neuroticism	Male	281	2.4370	.69658	-1.162	Not Supported
	Female	137	2.5383	.89690	(0.247)	
Openness	Male	281	3.8262	.73281	1.246	Not Supported
	Female	137	3.7219	.83437	(0.214)	
Personality _Traits	Male	281	4.1326	.88692	1.390	Not Supported
	Female	137	3.9773	1.15163	(0.166)	

Conclusion (H_{2a}): The results of the independent sample t-test failed to support the hypothesis that *"The factors (agreeableness, business ideation stage of entrepreneurship, career anchoring, conscientiousness, entrepreneurial training, extroversion, neuroticism, openness, personality traits) are significantly different between male and female student's" except* in case of extroversion factor. The p-value of all the included factors except extroversion is found to be greater than a 5 percent level of significance. Thus, it can be concluded that the responses of both male and female students are similar in the factors. However, in the case of extroversion, the average score of male students is significantly higher than female respondents.

4.5.2 Selected Factors Vs Students' Age

Students' age may influence their perception of selected factors. In the study, the students' age is divided into four categories namely *less than 25 years, 25 to 35 years, 35 to 50 years, and above 50 Years.* The students in these three age groups are assumed as independent categories whereas the estimated scores of the selected factors are assumed as dependent variables. The One-way ANOVA test is applied to examine the difference in the level of selected factors between students from different age groups. The following hypothesis was examined with the help of One-way ANOVA:

H_{2a}: ***"The factors (agreeableness, business ideation stage of entrepreneurship, career anchoring, conscientiousness, entrepreneurial training, extroversion, neuroticism, page. ess, personality traits) are significantly different between students of different ages."***

The result of the hypotheses testing is reported in the table:

Table 4.22: One-way ANOVA: Job Embeddedness Vs Students' Age

		N	Mean	Std. Deviation		Remark
Agreeableness	Less than 25 Years	128	3.293	.833	22.673	Supported
	25 to 35 Years	152	3.921	.693	(0.000)	
	35 to 50 Years	91	3.447	.798		
	Above 50 Years	47	4.050	.604		
Business Ideation Stage of Entrepreneurship	Less than 25 Years	128	3.278	1.08	14.407	Supported
	25 to 35 Years	152	3.895	.893	(0.000)	
	35 to 50 Years	91	3.543	.942		
	Above 50 Years	47	4.132	.698		
Career Anchoring	Less than 25 Years	128	3.036	.619	77.111	Supported
	25 to 35 Years	152	4.057	.600	(0.000)	
	35 to 50 Years	91	3.397	.823		
	Above 50 Years	47	4.258	.417		
Conscientiousness	Less than 25 Years	128	3.402	.683	7.256	Supported

	25 to 35 Years	152	3.658	.729	(0.000)	
	35 to 50 Years	91	3.417	.697		
	Above 50 Years	47	3.861	.682		
Entrepreneurial Training	Less than 25 Years	128	3.306	.621	23.986 (0.000)	Supported
	25 to 35 Years	152	3.832	.601		
	35 to 50 Years	91	3.437	.745		
	Above 50 Years	47	4.039	.705		
Extroversion	Less than 25 Years	128	3.61	.789	9.995 (0.000)	Supported
	25 to 35 Years	152	3.917	.705		
	35 to 50 Years	91	3.613	.825		
	Above 50 Years	47	4.183	.540		
Neuroticism	Less than 25 Years	128	2.768	.765	14.250 (0.000)	Supported
	25 to 35 Years	152	2.290	.656		
	35 to 50 Years	91	2.540	.832		
	Above 50 Years	47	2.103	.679		
Openness	Less than 25 Years	128	3.511	.844	13.612 (0.000)	Supported
	25 to 35 Years	152	4.002	.611		
	35 to 50 Years	91	3.681	.841		
	Above 50 Years	47	4.089	.535		
Personality Traits	Less than 25 Years	128	3.670	.994	22.211 (0.000)	Supported
	25 to 35 Years	152	4.382	.798		
	35 to 50 Years	91	3.858	1.049		
	Above 50 Years	47	4.663	.754		

Conclusion (H_{2a}): The results of the one-way ANOVA test support the hypothesis that *"The factors (agreeableness, business ideation stage of entrepreneurship, career anchoring, conscientiousness, entrepreneurial training, extroversion, neuroticism, openness, personality traits) are significantly different between student's age group".* The p-value of all the included factors is found to be less than a 5 percent level of significance. Thus, it can be concluded that the responses of both students from different age groups are significantly different for the factors. To examine the difference among

the different age groups of the students, the Tukey post-hoc is applied. The results of the Tukey post hoc are reported in the table.

Table 4.23: Post Hoc Tukey Subsets.

Factor name	Age Group	N	Subset for alpha = 0.05		
			1	2	3
Agreeableness	Less than 25 Years	128	3.2937		
	35 to 50 Years	91	3.4479		
	25 to 35 Years	152		3.9212	
	Above 50 Years	47		4.0504	
Business Ideation Stage of Entrepreneurship	Less than 25 Years	128	3.2788		
	35 to 50 Years	91	3.5430	3.5430	
	25 to 35 Years	152		3.8959	3.8959
	Above 50 Years	47			4.1326
Career Anchoring	Less than 25 Years	128	3.0368		
	35 to 50 Years	91		3.3977	
	25 to 35 Years	152			4.0570
	Above 50 Years	47			4.2587
Conscientiousness	Less than 25 Years	128	3.4020		
	35 to 50 Years	91	3.4175		
	25 to 35 Years	152	3.6589	3.6589	
	Above 50 Years	47		3.8619	
Entrepreneurial Training	Less than 25 Years	128	3.3061		
	35 to 50 Years	91	3.4377		
	25 to 35 Years	152		3.8324	
	Above 50 Years	47		4.0395	
Extroversion	Less than 25 Years	128	3.6123		
	35 to 50 Years	91	3.6133		
	25 to 35 Years	152		3.9173	
	Above 50 Years	47		4.1831	
Neuroticism	Less than 25 Years	47	2.1032		

	35 to 50 Years	152	2.2908	2.2908	
	25 to 35 Years	91		2.5401	2.5401
	Above 50 Years	128			2.7683
Openness	Less than 25 Years	128	3.5115		
	35 to 50 Years	91	3.6811		
	25 to 35 Years	152		4.0026	
	Above 50 Years	47		4.0895	
Personality Traits	Less than 25 Years	128	3.6702		
	35 to 50 Years	91	3.8584		
	25 to 35 Years	152		4.3820	
	Above 50 Years	47		4.6638	

The results of the post hoc test by Tukey test representing that the average score of the factors *(agreeableness, business ideation stage of entrepreneurship, career anchoring, conscientiousness, entrepreneurial training, extroversion, neuroticism, openness, personality traits)* are significantly high in the case of the student's falling in the age group of 25 to 35 years.

Above 50 Years as compared to other age groups.

4.5.3 Selected Factors vs Students' Occupation

Students' occupations may influence their perception of selected factors. In the study, the student's age is divided into three categories namely *Startup Students, Self-Employed/ Business, and Non-Startup students.* The students in these three groups are assumed as independent categories whereas the estimated scores of the selected factors are assumed as dependent variables. The One-way ANOVA test is applied to examine the difference in the level of selected factors between students from different occupation groups. The following hypothesis was examined with the help of One-way ANOVA:

H_{2a}: ***"The factors (agreeableness, business ideation stage of entrepreneurship, career anchoring, conscientiousness, entrepreneurial training, extroversion, neuroticism,***

openness, personality traits) are significantly different between students of different occupations"

The result of hypotheses testing is reported in Table:

Table 4.24: One-way ANOVA: Job Embeddedness Vs Student Occupation

		N	Mean	Std. Deviation	F stats (p-value)	Remark
Agreeableness	Start-up Student	145	3.3969	.85850	10.501 (0.000)	Supported
	Self-Employed/ Business	150	3.7629	.73732		
	Non-Startup students	123	3.7786	.77644		
Business Ideation Stage of Entrepreneurship	Start-up Student	145	3.3452	1.07517	11.869 (0.000)	Supported
	Self-Employed/ Business	150	3.8665	.89627		
	Non-Startup students	123	3.7683	.91464		
Career Anchoring	Start-up Student	145	3.1831	.71870	39.818 (0.000)	Supported
	Self-Employed/ Business	150	3.8402	.73899		
	Non-Startup students	123	3.8792	.75446		
Conscientiousness	Start-up Student	145	3.4145	.67771	4.068 (0.018)	Supported
	Self-Employed/ Business	150	3.6114	.69345		
	Non-Startup students	123	3.6366	.77786		
Entrepreneurial Training	Start-up Student	145	3.3995	.70620	11.409 (0.000)	Supported
	Self-Employed/ Business	150	3.6621	.65254		
	Non-Startup students	123	3.7898	.70894		
Extroversion	Start-up Student	145	3.6852	.78160	2.033 (0.132)	Not Supported
	Self-Employed/ Business	150	3.8286	.74780		

	Non-Startup students	123	3.8582	.76949		
Neuroticism	Start-up Student	145	2.6994	.78700	10.467 (0.000)	Supported
	Self-Employed/ Business	150	2.3700	.71109		
	Non-Startup students	123	2.3221	.75670		
Openness	Start-up Student	145	3.5802	.83440	8,961 (0.000)	Supported
	Self-Employed/ Business	150	3.8788	.71333		
	Non-Startup students	123	3.9359	.70002		
Personality_Traits	Start-up Student	145	3.7779	1.01631	11.252 (0.000)	Supported
	Self-Employed/ Business	150	4.2173	.92396		
	Non-Startup students	123	4.2747	.93295		

Conclusion (H_{2a}): The results of the one-way ANOVA test support the hypothesis that *"The factors (agreeableness, business ideation stage of entrepreneurship, career anchoring, conscientiousness, entrepreneurial training, extroversion, neuroticism, openness, personality traits) are significantly different between student's occupation group"* except for the extroversion factor. The p-value of all the included factors (except extroversion) is found to be less than a 5 percent level of significance. Thus, it can be concluded that the responses of students from different occupation groups are significantly different for the factors. To examine the difference among the different occupation groups of the students, the Tukey post-hoc is applied. The results of Tukey's posthoc are reported in the table.

Table 4.25: Post Hoc Tukey subsets- Occupation.

Factor name	Age Group	N	Subset for alpha = 0.05		
			1	2	3
Agreeableness	Startup Student	145	3.3969		
	Self-Employed/ Business	150		3.7629	
	Non-Startup students	123		3.7786	
Business Ideation	Start-up Student	145	3.3452		
	Non-Startup students	123		3.7683	

Stage of Entrepreneurship	Self-Employed/ Business	150		3.8665	
Career Anchoring	Startup Student	145	3.1831		
	Self-Employed/ Business	150		3.8402	
	Non-Startup students	123		3.8792	
Conscientiousness	Start-up Student	145	3.4145		
	Non-Startup students	150	3.6114	3.6114	
	Self-Employed/ Business	123		3.6366	
Entrepreneurial Training	Startup Student	145	3.3995		
	Self-Employed/ Business	150		3.6621	
	Non-Startup students	123		3.7898	
Extroversion	Start-up Student	145	3.6852		
	Non-Startup students	150	3.8286		
	Self-Employed/ Business	123	3.8582		
Neuroticism	Startup Student	123	2.3221		
	Self-Employed/ Business	150	2.3700		
	Non-Startup students	145		2.6994	
Openness	Startup Student	145	3.5802		
	Self-Employed/ Business	150		3.8788	
	Non-Startup students	123		3.9359	
Personality Traits	Startup Student	145	3.7779		
	Non-Startup students	150		4.2173	
	Self-Employed/ Business	123		4.2747	

The results of the post hoc test by Tukey test representing that the average score of the factors *(agreeableness, business ideation stage of entrepreneurship, career anchoring, conscientiousness, entrepreneurial training, extroversion, neuroticism, openness, personality traits)* are significantly high in the case of the students who are self-employed or in business occupation as compared to other occupation.

4.5.4 Selected Factors Vs Students's Income

Students' income may influence their perception of selected factors. In the study, the students' income is divided into five categories namely *Less than Rs 25 k, Rs 25 to 50 K, Rs 50 to 75 K, Rs 75 to 1 Lakh, and Above 1 Lakh.* The students in these five income groups are assumed as independent categories whereas the estimated scores of the selected factors are assumed as dependent variables. The One-way ANOVA test is applied to examine the difference in the level of selected factors between students from different income groups. The following hypothesis was examined with the help of One-way ANOVA:

H_{2a}: ***"The factors (agreeableness, business ideation stage of entrepreneurship, career anchoring, conscientiousness, entrepreneurial training, extroversion, neuroticism, openness, personality traits) are significantly different between students of different income"***

The result of the hypotheses testing is reported in the table:

Table 4.26: One-way ANOVA: Job Embeddedness Vs Student Income

		N	Mean	Std. Deviation	F stats (P value)	Remark
Agreeableness	Less than Rs 25k	123	3.2854	.79893	9.717	Supported
	Rs 25 to 50 K	125	3.7799	.73001	(0.000)	
	Rs 50 to 75 K	98	3.7333	.79599		
	Rs 75 to 1 Lakh	56	3.8271	.81644		
	Above 1 Lakh	16	4.0605	.74148		
Business Ideation Stage of Entrepreneurship	Less than Rs 25k	123	3.3822	1.07827	4.788	Supported
	Rs 25 to 50 K	125	3.6932	.95436	(0.001)	
	Rs 50 to 75 K	98	3.7457	.98417		
	Rs 75 to 1 Lakh	56	3.8491	.83113		
	Above 1 Lakh	16	4.2643	.60563		
Career Anchoring	Less than Rs 25k	123	3.1801	.68139	17,686	Supported
	Rs 25 to 50 K	125	3.6941	.67109	(0.000)	
	Rs 50 to 75 K	98	3.8558	.83428		
	Rs 75 to 1 Lakh	56	3.8596	.87384		
	Above 1 Lakh	16	4.2380	.69068		
Conscientiousness	Less than Rs 25k	123	3.3890	.69393	4.864	Supported
	Rs 25 to 50 K	125	3.5684	.70797	(0.001)	
	Rs 50 to 75 K	98	3.6033	.70746		
	Rs 75 to 1 Lakh	56	3.5969	.74516		
	Above 1 Lakh	16	4.1663	.63571		
Entrepreneurial Training	Less than Rs 25k	123	3.3997	.57428	7.054	Supported
	Rs 25 to 50 K	125	3.5652	.74325	(0.000)	
	Rs 50 to 75 K	98	3.7823	.73123		
	Rs 75 to 1 Lakh	56	3.7169	.71457		
	Above 1 Lakh	16	4.1114	.60214		
Extroversion	Less than Rs 25k	123	3.6804	.75647	1.404	Not

	Rs 25 to 50 K	125	3.7931	.70155	(0.232)	Supported
	Rs 50 to 75 K	98	3.8507	.92075		
	Rs 75 to 1 Lakh	56	3.8145	.64678		
	Above 1 Lakh	16	4.0887	.65997		
Neuroticism	Less than Rs 25k	123	2.6469	.69162	4.528	Supported
	Rs 25 to 50 K	125	2.5105	.70078	(0.001)	
	Rs 50 to 75 K	98	2.3297	.83720		
	Rs 75 to 1 Lakh	56	2.3790	.87605		
	Above 1 Lakh	16	1.9765	.65397		
Openness	Less than Rs 25k	123	3.5779	.83372	4.006	Supported
	Rs 25 to 50 K	125	3.8782	.67866	(0.003)	
	Rs 50 to 75 K	98	3.8449	.76151		
	Rs 75 to 1 Lakh	56	3.8782	.77590		
	Above 1 Lakh	16	4.1394	.60984		
Personality Traits	Less than Rs 25k	123	3.7462	.93865	6.948	Supported
	Rs 25 to 50 K	125	4.1533	.87945	(0.000)	
	Rs 50 to 75 K	98	4.2129	1.05596		
	Rs 75 to 1 Lakh	56	4.2270	1.00398		
	Above 1 Lakh	16	4.7909	.83474		

Conclusion (H_{2a}): The results of the one-way ANOVA test support the hypothesis that *"The factors (agreeableness, business ideation stage of entrepreneurship, career anchoring, conscientiousness, entrepreneurial training, extroversion, neuroticism, openness, personality traits) are significantly different between student's income group"* except for the extroversion factor. The p-value of all the included factors (except extroversion) is found to be less than a 5 percent level of significance. Thus, it can be concluded that the responses of both students from different income groups are significantly different for the factors. To examine the difference among the different income groups of the students, the Tukey post-hoc is applied. The results of Tukey post hoc are reported in the table.

Table 4.27: Post Hoc Tukey Subsets- Income.

Factor name	Income Group	N	Subset for alpha = 0.05		
			1	2	3
Agreeableness	Less than Rs 25k	123	3.2854		
	Rs 50 to 75 K	98		3.7333	
	Rs 25 to 50 K	125		3.7799	
	Rs 75 to 1 Lakh	56		3.8271	
	Above 1 Lakh	16		4.0605	
Business Ideation Stage of Entrepreneurship	Less than Rs 25k	123	3.3822		
	Rs 25 to 50 K	125	3.6932		
	Rs 50 to 75 K	98	3.7457	3.7457	
	Rs 75 to 1 Lakh	56	3.8491	3.8491	
	Above 1 Lakh	16		4.2643	
Career Anchoring	Less than Rs 25k	123	3.1801		
	Rs 25 to 50 K	125		3.6941	
	Rs 50 to 75 K	98		3.8558	3.8558
	Rs 75 to 1 Lakh	56		3.8596	3.8596
	Above 1 Lakh	16			4.2380
Conscientiousness	Less than Rs 25k	123	3.3890		
	Rs 25 to 50 K	125	3.5684		
	Rs 75 to 1 Lakh	56	3.5969		
	Rs 50 to 75 K	98	3.6033		
	Above 1 Lakh	16		4.1663	
Entrepreneurial Training	Less than Rs 25k	123	3.3997		
	Rs 25 to 50 K	125	3.5652		
	Rs 75 to 1 Lakh	56	3.7169		
	Rs 50 to 75 K	98	3.7823	3.7823	
	Above 1 Lakh	16		4.1114	
Extroversion	Less than Rs 25k	123	3.6804		
	Rs 25 to 50 K	125	3.7931		

	Rs 75 to 1 Lakh	56	3.8145		
	Rs 50 to 75 K	98	3.8507		
	Above 1 Lakh	16	4.0887		
Neuroticism	Above 1 Lakh	16	1.9765		
	Rs 50 to 75 K	98	2.3297	2.3297	
	Rs 75 to 1 Lakh	56	2.3790	2.3790	
	Rs 25 to 50 K	125		2.5105	
	Less than Rs 25k	123		2.6469	
Openness	Less than Rs 25k	123	3.5779		
	Rs 50 to 75 K	98	3.8449	3.8449	
	Rs 75 to 1 Lakh	56	3.8782	3.8782	
	Rs 25 to 50 K	125	3.8782	3.8782	
	Above 1 Lakh	16		4.1394	
Personality Traits	Less than Rs 25k	123	3.7462		
	Rs 25 to 50 K	125	4.1533		
	Rs 50 to 75 K	98	4.2129		
	Rs 75 to 1 Lakh	56	4.2270		
	Above 1 Lakh	16		4.7909	

The results of the post hoc test by Tukey test representing that the average score of the factors *(agreeableness, business ideation stage of entrepreneurship, career anchoring, conscientiousness, entrepreneurial training, extroversion, neuroticism, openness, personality traits)* are significantly high in the case of the students who have income above one lakh and from 75 to one lakh income groups as compared to other occupation.

CHAPTER 5

CONCLUSION, FUTURE SCOPE, AND SOCIAL IMPACT

Entrepreneurship, as a dynamic and multifaceted field, has captivated researchers, practitioners, and policymakers alike. The process of transforming innovative ideas into viable business ventures involves intricate interplays of individual characteristics, environmental factors, and cognitive processes. Among these individual characteristics, personality traits play a pivotal role in shaping entrepreneurial intentions and behaviors. Simultaneously, an individual's career orientation, often anchored in their professional identity, influences their career choices and trajectories. This study investigates the mediating effect of career anchoring between personality traits and the business ideation stage of entrepreneurship.

5.1. The Mediation Analysis Results

5.1.1 Total Effect and Direct Effect

The mediation analysis begins by examining the total effect of personality traits on the business ideation stage. The positive and statistically significant total effect (0.540, t stats = 13.786) underscores the importance of personality traits in entrepreneurial processes. These traits may include risk-taking propensity, creativity, proactiveness, and openness to new experiences. Individuals with favorable personality profiles are more likely to engage in entrepreneurial activities, conceive innovative ideas, and explore business opportunities.

Next, the direct effect of personality traits on the business ideation stage is assessed, considering career anchoring as a mediator. Remarkably, even in the presence of career anchoring, personality traits continue to exert a positive and significant influence (path coefficient = 0.469, t stats = 5.933). This finding suggests that personality traits directly impact entrepreneurial ideation, irrespective of an individual's career orientation.

5.1.2 Indirect Effect via Career Anchoring

The crux of the analysis lies in the indirect effect mediated by career anchoring. The positive and statistically significant indirect effect (0.154, t stats = 3.331) highlights the role of career anchors as conduits between personality traits and entrepreneurial intentions. Let's delve deeper into the mechanisms at play:

Career Anchoring: Defined as an individual's identification with their current career path, career anchoring reflects stability, values alignment, and commitment. Those with strong career anchors perceive their work as integral to their self-concept. Consequently, career anchors act as cognitive filters, shaping how individuals interpret external stimuli related to entrepreneurship.

Personality Traits to Career Anchoring: Individuals with specific personality traits may gravitate toward certain career anchors. For instance: Innovators and Risk-Takers: Those high in openness to experience and risk-taking propensity may align with entrepreneurial career anchors. Their inclination toward novelty and calculated risk may lead them to explore business ideas.

Stability Seekers: Individuals with a preference for stability and security may anchor themselves in traditional career paths. However, their personality traits can still influence entrepreneurial ideation indirectly through career anchors.

Career Anchoring to Business Ideation: The SEM analysis confirmed that "Career anchoring of the students significantly influences the BISE," with a path coefficient of 0.494 and t-statistics of 12.748. This positive and significant path coefficient indicates that higher levels of career anchoring significantly enhance students' BISE**.** Strong career anchors provide stability and a sense of purpose. When career anchors align with entrepreneurial pursuits, they serve as catalysts. Individuals with entrepreneurial career anchors are more likely to channel their personality-driven inclinations into actionable business ideas. The conversion of abstract concepts into tangible ventures becomes feasible.

5.2 Theoretical Implications

The findings resonate with existing literature:

Zhao, Seibert, and Lumpkin (2010): Their research emphasized the impact of personality traits on entrepreneurial intentions. Risk-taking, innovation, and proactiveness emerged as key traits influencing entrepreneurial behavior.

Hmieleski and Carr (2008) Highlighted the role of career identity in entrepreneurial entry. An individual's career orientation shapes their willingness to venture into entrepreneurship.

Autio, Pathak, and Wennberg (2013): Their work proposed career anchoring as a mediator. Individuals with strong career anchors are more likely to translate their personality-driven inclinations into entrepreneurial actions.

In conclusion, this study reveals the complex relationship that exists between entrepreneurial ideation, career anchoring, and personality factors. We can better comprehend the intersections between individual traits and career-related characteristics by combining ideas from career psychology and entrepreneurship research. We may use these insights as educators, legislators, and practitioners to develop entrepreneurial mindsets, provide specialized interventions, and promote a thriving entrepreneurial ecosystem. For educators, policymakers, and practitioners seeking to foster entrepreneurial talent and facilitate the transition from ideation to implementation in the entrepreneurial process.

5.3 Limitations & Scope for Future Research

The outlined approach to personalized entrepreneurship development underscores the significance of tailoring entrepreneurial support based on individuals' unique traits and circumstances. However, several limitations and avenues for future research are worth considering to refine and enhance this approach.

Effectiveness of Personality Assessment Tools: While personality assessment tools are commonly used to predict entrepreneurial success, their effectiveness remains debated.

This is because entrepreneurial outcomes are influenced by a myriad of factors beyond personality traits alone. Future research could delve into the complex interactions between personality traits, environmental factors (such as access to resources, market conditions, and support networks), and entrepreneurial outcomes. Understanding these interactions could offer a more comprehensive understanding of the role of personality in entrepreneurship.

Feasibility and Scalability of Tailored Interventions: While personalized interventions show promise, implementing such programs at scale can pose practical challenges. Further research could explore the feasibility and scalability of personalized entrepreneurship development initiatives. This includes assessing the cost-effectiveness of tailored interventions and their long-term impact on participants' success. Understanding the scalability of these programs is crucial for widespread adoption and impact.

Systemic Influences on Entrepreneurial Behavior: The current discussion tends to focus on individual-level factors while overlooking broader systemic influences on entrepreneurial behavior. Future research could explore the interplay between macro-level factors such as institutional support, regulatory environments, and cultural norms, and their effects on personalized entrepreneurship development. This systemic perspective can provide insights into how broader socioeconomic factors shape entrepreneurial opportunities and behaviors.

Applicability Across Entrepreneurial Journey Stages: The outlined approach primarily addresses entrepreneurship in the context of business ideation and early-stage ventures. However, personalized approaches may have relevance across different stages of the entrepreneurial journey, including venture scaling and sustainability. Future research could examine the applicability and effectiveness of personalized strategies at various stages of entrepreneurship, considering the unique challenges and opportunities each stage presents.

Evaluation of Policy Implications: While there's recognition of the potential for governments to support personalized entrepreneurship development through policy

measures, the effectiveness of such interventions requires evaluation. Future research could assess the impact of policy measures aimed at incentivizing personalized entrepreneurship initiatives. Additionally, exploring alternative policy approaches to foster innovation and economic growth could provide valuable insights into creating an enabling environment for entrepreneurial development.

In conclusion, directing attention toward these research avenues has the potential to deepen our comprehension of personalized entrepreneurship development. By delving into these areas, we can gain insights that refine our understanding of how individual traits intersect with broader environmental and systemic factors to influence entrepreneurial success. This enhanced understanding can, in turn, inform the design and implementation of interventions and policies that better support entrepreneurial growth and innovation.

To elaborate, exploring the effectiveness of personality assessment tools in predicting entrepreneurial success can lead to a more nuanced understanding of the role of personality traits in entrepreneurship. By examining how these traits interact with contextual factors such as market conditions, access to resources, and support networks, we can tailor interventions to address the specific needs of aspiring entrepreneurs.

Moreover, investigating the feasibility and scalability of personalized entrepreneurship development initiatives is crucial for ensuring their widespread adoption and impact. Understanding the cost-effectiveness of tailored interventions and their long-term effects on participants' success can inform decisions regarding resource allocation and program design.

Furthermore, considering broader systemic influences on entrepreneurial behavior, such as institutional support, regulatory environments, and cultural norms, can help identify additional avenues for intervention. By understanding how these factors shape entrepreneurial opportunities and behaviors, policymakers can design policies that create an enabling environment for entrepreneurship to thrive.

Additionally, examining the applicability of personalized approaches across different stages of the entrepreneurial journey, from ideation to scaling and sustainability, ensures

that interventions are relevant and effective throughout the entire process. This comprehensive approach acknowledges the diverse challenges and opportunities entrepreneurs face at each stage and tailors support accordingly.

Lastly, evaluating the impact of policy measures aimed at supporting personalized entrepreneurship initiatives is essential for optimizing government interventions. By assessing the effectiveness of these policies and exploring alternative approaches, policymakers can refine strategies to foster innovation, economic growth, and job creation.

In summary, addressing these research avenues can lead to a more holistic understanding of personalized entrepreneurship development, enabling the design of interventions and policies that effectively support entrepreneurial growth and drive innovation in economies around the world.

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APPENDIX

QUESTIONNAIRE ON ANTECEDENTS OF CAREER ANCHORING AND ITS MEDIATING ROLE IN THE BUSINESS IDEATION STAGE OF ENTREPRENEURSHIP

Dear Respondent

I am working on the topic " **Antecedents of career anchoring and its mediating role in the business ideation stage of Entrepreneurship**". I would be grateful to you if you could spare your valuable time to fill out this questionnaire. The study is conducted strictly for academic purposes and the information provided by you will be confidential**.**

Name _____

Address: _____

Mobile no: _____

E-mail ID_____

Age Group:

- Below 25 years
- 25-35 years
- 35-50 years
- Above 50 years

Gender:

- Male
- Female

- Transgender
- Prefer not to say

Working Status

- Start-up Students
- Self Employed/Business
- Non-start-up students
- Others (please specify)

Monthly income level

- less than 25000
- 25000-50000
- 50000-75000
- 75000-100000
- Above 100000

1. Do you think career decisions are influenced by training?

- Yes
- No

2. Do you think career decisions are influenced by personality traits?

- Yes
- No

3. Do you find yourself comfortable while taking risks in a business context?

- Yes
- No

4. Does Training help in career anchoring of the Business ideation stage of Entrepreneurship?

- Yes
- No

5. Do you think Personality trait helps in the career anchoring of the Business ideation stage of Entrepreneurship?

- Yes
- No

6. Have you ever completed any entrepreneurial training program?

- Yes
- No

7. If Yes, please indicate the name of the program you have completed.

Select your preference on this 5-point scale on the following statements.

	Personality Traits- Openness	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8	I am always organized and punctual.					
9	I enjoy trying new and unconventional ideas.					
10	I am fascinated by new and different cultures.					
11	I seek out new experiences very often.					
12	I am always ready to take risks to achieve my goal.					
	Personality Traits- Conscientiousness					
13	I am always organized and punctual					
14	I always set high standards for myself and					

	strive to achieve them.					
15	I am reliable in meeting deadlines and completing tasks.					
16	I always like to be disciplined.					
17	I pay close attention to things and always follow my commitments.					
	Personality Traits- Extraversion					
18	I am a social person who enjoys meeting new people.					
19	I am comfortable in leadership roles and making decisions.					
20	I have good communication skills and enjoy networking.					
21	I am outgoing and confident in social situations.					
22	I am comfortable being the center of attention.					
	Personality Traits-Agreeableness					
23	I am considerate of other people's feelings.					
24	I try to avoid conflict and promote harmony.					
25	I am a good listener and empathetic.					
26	I am kind to others and respect their feelings					
27	I prioritize harmony and collaboration over competition and conflict.					
	Personality Traits-Neuroticism					
28	I am prone to worry and anxiety.					

29	I can be moody and emotional.					
30	I am sensitive to criticism.					
31	I am prone to anxiety and negative emotions.					
32	I am a very emotional person and don't like criticism.					
	Entrepreneurial Training					
33	I am satisfied with the training program I have completed.					
34	Entrepreneurial training helped me to generate new business ideas.					
35	Entrepreneurial training helped me in assessing the feasibility of my business ideas.					
36	I am confident in my ability to execute my business idea after receiving entrepreneurial training.					
37	Entrepreneurial training helped me develop a business plan for my ideas.					
	Career Anchoring					
38	Participating in a training program impacted my career goals and aspirations as an entrepreneur.					
39	Entrepreneurial Training helped me to change my perception towards choosing entrepreneurship as a career.					
40	Entrepreneurial training helped me in developing and strengthening my					

	entrepreneurial skills and competencies.					
41	I am very anchored in my current career but find it difficult to come up with new business ideas.					
42	I am not anchored in my current career and have no trouble coming up with new business ideas.					
	Business Ideation Stage of Entrepreneurship					
43	I have a clear business idea and plan for execution.					
44	I have conducted market research and analyzed the competition for my business idea.					
45	I have a necessary skill to start a new business.					
46	I feel confident in my ability to learn new skills necessary for starting a new business.					

47. What is the role of training in entrepreneurship in India?