

The Comparison of Fashion Entrepreneurship Motivations, Skills, and Traits between the US and Korean College Students

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Keywords: Fashion entrepreneurship, motivations, skills, traits, cross-cultural study

Introduction: Entrepreneurship education is important as it builds knowledge and skills for innovative idea to form a successful business (Ries, 2011). Entrepreneurs are often considered as national assets to be motivated and distinguished to the greatest possible extent (Baijal, 2016). Students in fashion design & merchandising need to develop innovative, creative, and leadership skills to be successful in the global fashion world. One of the ways to understand the competencies of fashion design & merchandising students is to examine motivations, skills, and traits to be global fashion entrepreneurs. Also, understanding motivations, skills, and traits to be global fashion entrepreneurs will help fashion educators develop more rigorous curriculum and programs to meet the needs of these students. Thus, this study is designed to examine motivations, skills, and traits of fashion design & merchandising students and how these entrepreneurial capacity and intention to be a fashion entrepreneur are different between US and South Korean students. The following questions guided us to develop the research:

1. What are educational motivations related to the global fashion entrepreneurship of fashion design & merchandising students?
2. What are perceived skills related to the global fashion entrepreneurship of fashion design & merchandising students?
3. What are the entrepreneurial traits of fashion design & merchandising students?

Literature Review: Entrepreneurship is defined as the discovery and assessment of opportunities, followed by the creation of a new organization. Probability of becoming an entrepreneur can be studied at an individual or group level or at an environmental level (Yoo & Koo, 2016). The Global Entrepreneurship Monitor (GEM) (2014) reported that 12% of the research participants had high intentions of launching a new business. Entrepreneur are individuals who accept risks and who are innovative in terms of their business management skills. Entrepreneurs are important because they help to the economy of country. Third paper investigate the effect of fashion entrepreneur's trait on the success of fashion business (Moloi & Nkhahle-Rapita, 2014).

Fashion Entrepreneurship Motivations, Skills, and Traits. Motivations play a key role in international entrepreneurship. The motivation of international entrepreneurship is related to

entrepreneurial vision and the participation of employees in the implementation of that vision (Dimitratos, Buck, Fletcher & Li, 2016). Kim, Ahmad, and Ibrahim (2014) studied about entrepreneurship motivation for students and found that strength of motivation in choosing entrepreneurship as a career is related with entrepreneurship intention. Teacher support and setting learning goals can be important motivations for students to be motivated to learn in schools (Midgley et al., 1989; WestEd, 2000). Regarding the skills, communication and technology skills are often considered as important factors to determine the entrepreneurial development (Collier et al., 2004; Riggio, 1986). Entrepreneur traits, also known as individual entrepreneurial orientation, can be explained by the levels of risk-taking, innovativeness, proactiveness, and opportunity recognition (Bolton, 2012; Bolton & Lane, 2012). Especially, fashion design & merchandising education styles in the US and South Korea may influence students' competencies and entrepreneurial skills. Thus, the purpose of this study is to understand motivations, skills, and traits of fashion design & merchandising students to develop the curriculum to meet the needs of students wanting to be global fashion entrepreneurs. The hypothesis for this study is that *there will be significant differences in fashion entrepreneurship motivations, skills, and traits between the US and Korean college students.*

Method: A quantitative survey method was used for this study. The population of interest for this study is fashion design & merchandising students, aged 18 and older. Faculty members in two universities in the US and two universities in South Korea who agreed to help with this research sent students an email about this research and a survey link. Out of the total 174 participants, 105 participants were from two university in the US and 69 from two universities in South Korea.

To measure motivations, skills, and entrepreneurial traits, 5-point Likert type scales adopted from existing literature were used; 1=strongly disagree to 5=strongly agree. First, motivations were measured with two factors: 1) *teacher support* (e.g., At my school, there is a teacher who cares about me) and 2) *learning goals* (e.g., I do my school work because I am interested in). Second, skills were measured with four factors: 1) *social expressivity* (e.g., I usually take the initiative and introduce myself to strangers); 2) *social sensitivity* (e.g., While growing up, my parents were always stressing the importance of good manners.); 3) *social control* (e.g., I can fit in with all types of people); 4) *technology skills* (e.g., Technology has increased my active and independent role in learning); and 5) *technology fluency* (e.g., I am proficient in the use of technology). Third, entrepreneurial traits were measured with four factors: 1) *risk-taking* (e.g., I like to take bold decision by venturing into the unknown); 2) *innovativeness* (e.g., I often like to try new and unusual activities that are not typical but not necessarily risky); 3) *proactiveness* (e.g., I tend to plan ahead on projects); and 4) *opportunity recognition* (e.g., I frequently identify opportunities to start-up new businesses).

Findings: Regarding school years, most of participants were Freshman (35.1%), followed by Junior (26.4%), and Senior (25.9%). The total of 68.6% of participants answered that they have seriously considered becoming an entrepreneurs. Exploratory factor analyses and reliability tests were assessed to determine the factors. All the factors, composed of at least three items, had the

satisfactory reliability of Cronbach's α above 0.70. Based on the independent sample t-tests, the results show the significant differences of motivations and skills between US and Korean students. Regarding motivations, American students reported statistically higher scores of teacher support ($M_{US}=3.99$; $M_{Korea}=2.53$) and learning goals ($M_{US}=3.60$; $M_{Korea}=2.73$). Regarding the skills, American students reported statistically higher scores of social expressivity ($M_{US}=3.25$; $M_{Korea}=2.77$), social sensitivity ($M_{US}=3.80$; $M_{Korea}=2.50$), technology skills ($M_{US}=3.75$; $M_{Korea}=2.41$), and technology fluency ($M_{US}=3.95$; $M_{Korea}=2.55$). However, there were no significant differences on entrepreneurial traits.

Conclusion and Implications: It was found that the US students have higher motivations and skills including teacher support, learning goals, social expressivity, social sensitivity, technology skills, and technology fluency. It will be important to see the actual competency of students as this study focuses on the subjective evaluations of these factors. The findings of this study showed that the educational needs to build the skills for fashion entrepreneurship. This research helped to contribute to the application of the achievement goal theory and to develop a rigorous fashion design & merchandising curriculum for students wanting to be global fashion entrepreneurs. This research also helped to examine the effects of motivations, skills, and traits on the entrepreneur capacity and intention to be a global fashion entrepreneur. This also further provides academic and practical implications for fashion design & merchandising scholars and students. The future research is to compare the curriculum differences between two countries and see how to improve the course design and pedagogy to increase the necessary skills for students.

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