

# Entrepreneurial Intention among College Students: Determinants towards Entrepreneurship

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## Abstract

This study entitled “Entrepreneurial Intention among Community Science College Students: Determinants towards entrepreneurship” aimed at profiling entrepreneurship among 100 graduating class students at I.C. College of Home Science and identify determinants of their entrepreneurial intentions. The study used survey design and collected information through structured questionnaire from prospective graduates. The experiment on determinants of entrepreneurial intention among community science students revealed that the level of most (64.0%) of the student’s personal attitude was in the medium category. Additionally, 78.0 percent of the students valued subjective norms at a value of medium level while 53.0 percent student’s perceived control in entrepreneurship was in the high category. This means that students already have an intention in entrepreneurship indicated by the existence of intention, willingness, and efforts to run a business. The data observed positive correlation of .207 between age and planned behaviour of the students that means that older students had better scores on planned behaviour. Similarly the students with high level of entrepreneurial background, entrepreneurial aspiration and exposure to entrepreneurship training had higher attitude towards behaviour, subjective norms and perceived behavioural control that results in higher entrepreneurial intention to create jobs. Between the three variables, student’s subjective norm is the most significant variable to predict their entrepreneurial intention.

**Keywords:** Entrepreneurial Intention, aspiration, subjective norms and behavioural control.

## Introduction

Entrepreneurship is at the heart of the current economic growth debate. It is a multidisciplinary endeavour that tries to understand the forces behind successful entrepreneurs, tap into their psyche and modes of conduct. Knowing this helps in many ways. For example, one can use the information obtained from such studies to identify individuals with a predisposition so that they can be supported with finance and technical trainings to join the pool of business creators. Another example where such studies come in handy is where there is the intent of ‘awakening’ these so called entrepreneurial skills among targeted groups of people. Studies show that entrepreneur education at colleges and universities could make a difference in equipping potential entrepreneurs with the much needed skills and technical tool and even in creating some entrepreneurs. Therefore, the study has targeted graduating class students of I.C. College of Home Science. Higher education institutions are aware that College and University graduates have enormous potential for innovation and economic development. Hence, mobilizing students for entrepreneurial career, enhancing their entrepreneurial skills, and rendering support service for business set-up are essential and new duty for higher education institutions. In order to determine the

entrepreneurial intention, the present study was conducted on Home Science undergraduate students thus knowing factors that affect entrepreneurial intention so as to direct resources towards those variables.

**Methods and Measures**

Data were collected from the primary source by using a well-structured questionnaire. The experiment was conducted on 100 Undergraduate students of I.C. College of Home Science, CCSHAU, Hisar. Entrepreneurial intention was worked out on three aspects: Personal attitude, subjective norms and perceived control. A structured questionnaire was used for data collection. The questionnaire employed a 5-point Likert scale from strongly agree (SA), Agree (A), Neutral (N), Disagree (DA) to strongly disagree (SDA) with each of the points assigned a value as follows: SA =5, A=4, N=3, DA=2, SDA=1. The total score on each aspect was calculated and categorised into low, medium and high level of personal attitude, subjective norms and perceived control.

**Results**

**Table- 1: Personal profile of the students (n=100)**

S. No.	Variable	Categories	Frequency (%)
1.	Age of the respondent	18-20 years	58 (58.00)
		21-23 years	42 (42.00)
2.	Family background	Urban	40 (40.00)
		Rural	60 (60.00)
3.	Occupation of family	Business	17 (17.00)
		Agriculture	52 (52.00)
		Govt. Job	18 (18.00)
		Private Job	13 (13.00)

Results in Table 1 shows that 58.0 per cent students in the UG programme were aged between 18 to 20 years while 42.0 per cent students were aged between 21-23 years. Majority of them (60.0%) had rural background and agriculture (52.0%) as the main occupation of the family.

**Table -2: Entrepreneurial background of the respondents (n=100)**

S. No.	Entrepreneurial intention	Categories	Frequency (%)
1.	Father or mother running their own business	Father	17 (17.00)
		Mother	02 (02.00)
		Both	05 (05.00)
		Neither	76 (76.00)
2.	Father or mother employ other people in that business	Yes	18 (18.00)
		No	82 (82.00)
3.	Father or mother involved in running	Father	20 (20.00)

	their own business at any time while respondent were at school	Mother	02 (02.00)
		Both	08 (08.00)
		Neither	70 (70.00)
4.	Brother or sister currently running their own business	Brother	14 (14.00)
		Sister	01 (01.00)
		Both	03 (03.00)
		Neither	82 (82.00)
5.	Brother or sister employ other people in that business	Yes	09 (09.00)
		No	91 (91.00)
6.	Friends in entrepreneurship	Yes	18 (18.00)
		No	82 (82.00)
7.	Formal training or courses in entrepreneurship or small business management	Yes	30 (30.00)
		No	70(70.00)

### Entrepreneurial background

24 per cent of respondents reported that one or both parents were running their own business while 30.0 per cent had at some time in past run their own business. The table reports results for whether a sibling is engaged in a business venture. Overall the number of positive responses was very small. Just 18 per cent of respondents reported that they have a sibling running their own business. The same per cent reported having a close personal friend currently running their own business.

One further important aspect of entrepreneurial background is exposure to education or training on entrepreneurship or small business management. It is understood from table-2 that 70.0 per cent of the students have not undergone any entrepreneurial training programme and only 30.0 per cent of the students reported that they had at some point taken part in formal entrepreneurship or small business management training/course.

**Table- 3: Students perceptions of entrepreneurship**

Entrepreneurship characteristics	Frequency (%) n=100
Desire for Money	37 (37.00)
Social good	35 (35.00)
Independence	31 (31.00)
Power	20 (20.00)
Ambition	29 (29.00)
Environmental Good	13 (13.00)
Respect/Status	34 (34.00)

Results of the experiment show that most students (37.0%) associated entrepreneurship with ‘desire for money’. A cohort of students that accounted for 35.0% of the students perceived entrepreneurship as the art of ‘social good’. Respect/status was one of the key traits of entrepreneurs for 34.0 per cent students and, from the findings; about 30.0 per cent associated entrepreneurship with ‘independence and

ambition. Twenty per cent respondents were of the view that entrepreneurship was simply about ‘power’.

**Table -4: Entrepreneurial aspiration**

Entrepreneurial aspiration score	Frequency (%) (n=100)	Mean ± SD
Low (9-21)	3 (3.00)	20.67 ± 0.58
Medium (22-33)	77 (77.00)	29.18 ± 2.54
High (34-45)	20 (20.00)	35.65 ± 2.23
<b>Mean ± SD (Overall)</b>		<b>30.22 ± 3.94</b>

A total of 77.0 per cent of students reported to have medium level of aspiration towards entrepreneurship followed by 20.0 per cent students with high level of entrepreneurial aspiration.

The determinants of entrepreneurial intention that then lead to behaviour were the following:

**Personal Attitude:** This is the favourable or unfavourable assessment of the person toward the behaviour. These arise from the beliefs and opinions of the individual. Hence, a positive belief in entrepreneurship greatly increases the entrepreneurial intention of the individual. In contrast, a negative belief is a barrier to the generation of entrepreneurial intention, which then influences behaviour.

**Subjective norms:** These are the degree by which the action fulfils the desires of people and are essential to the being that is carrying them out, such as family expectations and recommendations from friends. The subjective norm is considered, together with the attitudes of the individual, as the determinants of desirability. These have a direct and positive relationship with the entrepreneurial intention.

**Perception of behaviour control:** This is the degree of difficulty the person perceives to carry out the action, taking into account their abilities. When the individual perceives that he or she has the necessary skills to create his or her own company and considers the process viable that is when he or she will be encouraged and begin to carry it out. The self-efficacy of the individual fundamentally determines this dimension to develop entrepreneurial action.

**Table- 5: Personal attitude of the students towards entrepreneurship**

Personal Attitude	Frequency (%) (n=100)	Mean ± SD
Low (21-49)	4 (4.00)	43.75 ± 4.5
Medium (50-77)	64 (64.00)	63.86 ± 7.02
High (78-105)	32 (32.00)	84.25 ± 4.05
<b>Mean ± SD (Overall)</b>		<b>69.58 ± 12.44</b>

**Table 5** shows that the level of most (64.0%) of the students personal attitude was in the medium category. This is reinforced by the results of the acquisition of a mean value of 63.86 and a standard deviation of 7.02. This means that students have the ability to create, modify, and combine new ideas, even if they are not optimal.

**Table -6: Subjective norms of the students**

Subjective norms	Frequency (%) (n=100)	Mean ± SD
Low (9-21)	02 (02.00)	19.5 ± 0.71
Medium (22-33)	78 (78.00)	27.71 ± 3.23
High (34-45)	21 (21.00)	36.43 ± 2.27
<b>Mean ± SD (Overall)</b>		<b>29.43 ± 4.83</b>

Additionally, 78 % of the respondents valued subjective norms at a value of medium level; that is, they perceived that the people close to them would support them if they wanted to start a business.

**Table -7: Perceived control of the students**

Perceived control	Frequency (%) (n=100)	Mean ± SD
Low (14-32)	2 (2.00)	28.50 ± 0.71
Medium (33-51)	44 (44.00)	44.02 ± 4.64
High (52-70)	53 (53.00)	57.13 ± 4.22
<b>Mean ± SD (Overall)</b>		<b>50.66 ± 8.49</b>

The data in Table-7 illustrates that most (53.0%) students' perceived control in entrepreneurship was in the high category. Strengthened by the acquisition of a mean value of 57.13 and a standard deviation of 4.22. This means that students already have an intention in entrepreneurship indicated by the existence of intention, willingness, and efforts to run a business. Nevertheless, the intention of these students still needs to be increased by participating in various activities such as seminars, training, and workshops on entrepreneurship both conducted by educational institutions, governments, and non-governmental institutions, exhibition of production results, following government programs in developing small businesses, and reading stories of successful entrepreneurs.

**Table-8: Relationship between independent variables and Entrepreneurial Planned Behaviour among Community Science Students**

Variables	Correlation Coefficient (R-value)
Age(inyears)	0.207 <sup>*</sup>
Family Occupation	0.008 <sup>NS</sup>
Family Background	0.127 <sup>NS</sup>
Entrepreneurial Background	0.364 <sup>**</sup>
Entrepreneurial Aspiration	0.326 <sup>**</sup>
Exposure to entrepreneurship training	0.340 <sup>**</sup>

The results in Table-8 revealed the relationship between independent variables and Entrepreneurial Planned Behaviour among Community Science Students. It may be seen from the table that age, entrepreneurial background, entrepreneurial aspiration and entrepreneurship training had significant correlation with planned behaviour of the students which is indicative of the fact that high scores for both the variables go together. The data observed positive correlation of .207 between age and planned

behaviour of the students that means that older students had better scores on planned behaviour. Similarly the students with high level of entrepreneurial background, entrepreneurial aspiration and exposure to entrepreneurship training had higher attitude towards behaviour, subjective norms and perceived behavioural control that results in higher entrepreneurial intention to create jobs.

### **Conclusion**

It can be concluded that the Students with higher attitude toward entrepreneurship (i.e. being challenged to be more successful and having opportunity to implement their dreams and idea), perceived behavioural control (i.e. they love to create something different and they perceived having many innovative ideas), and subjective norms (i.e. having family and friends who support them to be entrepreneur) has greater intention to be self-employed. Between the three variables, student's subjective norm is the most significant variable to predict their entrepreneurial intention.

This result confirms earlier studies by Basu and Virick (2008) which found that entrepreneurship education stimulates students' subjective norms and intentions towards entrepreneurship. Ediagbonya (2013) in his study also found that by developing skills, knowledge and motivation in university students for them to be able to successfully engage in entrepreneurship activities, entrepreneurship education positively impacts on the attitudes of students towards it and towards entrepreneurship.

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