

## Determinants Of Entrepreneurial Intention Among College Students: Evidence From Coimbatore

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### ABSTRACT

This study explores factors affecting entrepreneurial intention among college students in Coimbatore, focusing on proactive personality, behavior, and personal attitude. Using a descriptive design, data was collected from 447 students across Arts and Science Colleges under Bharathiar University. Analytical tools, including correlation and regression, highlighted the significant impact of entrepreneurial education, self-efficacy, and personal attitude on students' entrepreneurial intentions. The findings offer insights for educators and policymakers to design targeted programs that foster entrepreneurial skills. This study contributes to understanding the entrepreneurial landscape and supports initiatives that encourage student entrepreneurship for economic growth.

**Keywords:** Entrepreneurial intention, Proactive personality, Behavior, and Personal attitude.

### INTRODUCTION

Entrepreneurship involves the initiation of businesses, encompassing the assumption of all associated risks in the pursuit of generating profits. It signifies individuals taking control of their careers and steering them in desired directions, with the ultimate goal of constructing a life on personalized terms. In the realm of entrepreneurship, there are no hierarchical superiors, rigid schedules, or external constraints hindering progress. Entrepreneurs have the autonomy to propel themselves forward, aiming not only to improve their own lives but also to contribute positively to the world at large. Entrepreneurs go beyond the creation of new businesses; they instigate social changes. Andrew Carnegie, for example, went beyond building a steel empire; he also established a network of public libraries. Carnegie devised a model that combined resources from his foundation with community contributions to fund the construction of library facilities. Over 36 years of operation, his initiative contributed to the establishment of more than 2,500 public libraries. This exemplifies the role of entrepreneurship in shaping and benefiting society. Entrepreneurs play a crucial role in fostering and sustaining economic development through various avenues.

### STATEMENT OF THE PROBLEM

The concepts of entrepreneurial intention and entrepreneurial education, attitude are quite profound. The goal of entrepreneurial education is to instill in young people the ability to recognize opportunities and make the most of those opportunities. A good number of people would rather have someone else solve their problems and come up with new ideas. When it comes to becoming an entrepreneur, you need to be open to new concepts, methods,

strategies, and management styles. Learning about entrepreneurship and having an entrepreneurial spirit can be beneficial to everyone, regardless of status, occupation, or profession. However, without educational institution support, societal support, and due recognition of an entrepreneur's values and ideas, the task of developing entrepreneurs is challenging. It is only through proper awareness and education that the masses can be reached and the social perception about entrepreneurs be reversed. Moreover, it is always better if people can be caught young by imparting lessons on entrepreneurship from the primary level onwards. Therefore, this study emphasizes on how entrepreneurship education, self-efficacy, Attitude is leading entrepreneurial intention especially for the younger population.

#### NEED FOR THE STUDY

Understanding the determinants of entrepreneurial intention among college students in Coimbatore is critical for promoting economic development and innovation. Entrepreneurship drives economic growth, job creation, and societal progress. By identifying the factors that influence students' entrepreneurial intentions, educators and policymakers can tailor interventions to foster entrepreneurial mindsets. In Coimbatore, a city known for its vibrant industrial and educational landscape, this study can provide valuable insights to enhance entrepreneurship education, support systems, and policies, ultimately contributing to the city's socio-economic advancement.

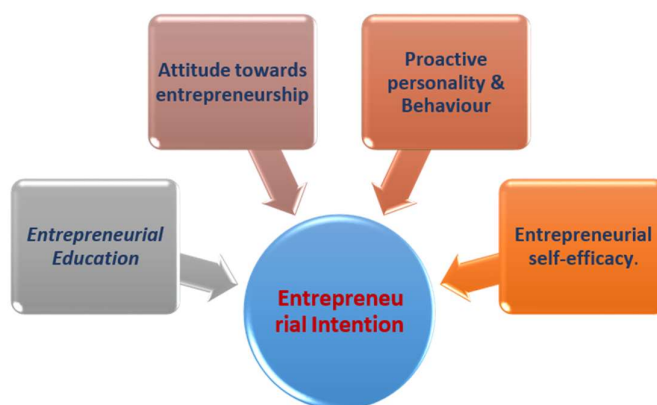
#### OBJECTIVES OF THE STUDY

- To investigate the effect of entrepreneurial self-efficacy on entrepreneurship intention among College students.
- To identify the influence of Proactive personality & Behaviour impact on entrepreneurship intention among College students.
- To analyze the influence of students' personal attitude on entrepreneurial intention among students.

#### REVIEW OF LITERATURE

Studies by Junhua Sun et al. (2023) and Li Huang et al. (2023) highlight that entrepreneurship education significantly boosts students' entrepreneurial intentions, with findings from China and a global survey showing that exposure to entrepreneurial courses fosters a positive entrepreneurial mindset. Similarly, Remondes et al. (2023) found a strong link between entrepreneurial intention and supportive university environments in Portugal. Shaik Karim and Balaji (2023) emphasize that previous entrepreneurial experience enhances MBA students' entrepreneurial attitudes, while Khadka and Khadka (2023) observed that entrepreneurship education in Nepal plays a vital role in shaping business intentions among graduate students. Research by Mondli H. et al. (2022) in South Africa and Melia Astiana et al. (2022) in Indonesia underline the importance of perceived desirability and behavioral control in developing entrepreneurial goals. Additionally, Kayed et al. (2022) show that entrepreneurial culture and psychological empowerment positively affect entrepreneurial intentions in Jordan, and Amofah and Saladrighes (2022) illustrate how role models and gender differences influence entrepreneurial attitudes in Spain. Takawira et al. (2020) found psychological traits mediate the effect of entrepreneurship education in Zimbabwe, while Anjum et al. (2021) and Maes et al. (2014) emphasize creativity and perceived behavioral control as essential factors in entrepreneurial ambition. Finally, studies by Türker and Selçuk (2009) and Malyadri et al. (2018) suggest that educational support and family influence are significant in fostering entrepreneurial orientation.

#### CONCEPTUAL BACKGROUND OF ENTREPRENEURIAL INTENTION



Source: Remondes et al. (2023)

Entrepreneurship education strives to instill essential life skills that enhance an entrepreneur's capacity to navigate the practical challenges of the real world. Students have the opportunity to acquire a diverse set of skills, ranging from teamwork and collaboration to honing capabilities in public speaking, crafting presentations, and conducting data analysis. Numerous educational institutions dedicated to training often emphasize specific facets through entrepreneurship education, focusing on vital domains like sales techniques, marketing proficiency, and eCommerce. In turn the intention to carry out a given behaviour will depend on the person's attitude towards that behaviour. A more favourable attitude would increase the intention of carrying it out. In this manner this "Attitude Approach" would be preferable to those traditionally used approaches used, such as the trait or the demographic approaches. A major research on college students on understanding their attitude orientations toward entrepreneurial focus showed that entrepreneurial education imbibed in students along with self-efficacy definitely has a very positive impact on building their overall intention to be an entrepreneur. To build a better career and society the students need to keep pace with this fast-changing world. Entrepreneurship not only confined the economic activities or the creation of start-ups, but also holds other areas of life, like motivating students to think productively and ambitiously to enhance their problem-solving skills.

### RESEARCH METHODOLOGY

The researcher employed a descriptive research design in her study. Considering the objectives of this study are to collect data and analyse the factors influencing the entrepreneurial intention among undergraduate students in Coimbatore. The data required for the present study was primary data and secondary data in nature. Researcher used a structured questionnaire to collect the data. Primary data form the core of the research study. The population for this study was the students who pursuing their degree course at the Arts and Science College in Coimbatore. The research adopts Systematic Random sampling with regard to the selection of Colleges and convenience sampling with regard to the selection of students from each college. Out of 131 colleges under Bharathiar University researcher have selected 54 Arts and science colleges in Coimbatore using systematic sampling technique under the category of Government Aided Arts and Science Colleges (autonomous and non-autonomous), Government Arts and Science Colleges (autonomous and non-autonomous), Self-financing Management Colleges (autonomous and non-autonomous) and Self-financing Arts and Science Colleges (autonomous and non-autonomous). In this study, researcher collected data from 447 respondents of students studying at the Arts and Science College in Coimbatore. Cronbach's alpha approach was used to check the reliability of the data. In this research the following statistical tools are applied and evaluated in line with the objectives of the study. Data analytical tools like Correlation and Regression were used to analyse the data by SPSS Software.

### DATA ANALYSIS AND INTERPRETATION

**Null Hypothesis (H0):** There is no significant impact of Attitude towards entrepreneurship on Entrepreneurial Intention.

**Table 1 showing the Correlation between Attitude towards entrepreneurship and Entrepreneurial Intention**

		Entrepreneurial Intention	Attitude towards entrepreneurship
<b>Entrepreneurial Intention</b>	Pearson Correlation	1	.758**
	Sig. (2-tailed)		.000
	N	447	437
<b>Attitude towards entrepreneurship</b>	Pearson Correlation	.758**	1
	Sig. (2-tailed)	.000	
	N	437	437

From the above table it is inferred that the calculated value .758 depicts a positive relationship. In the 2tailed significant value, 0.00 shows the correlation is significant where the standard alpha value is 0.05 ( $\alpha = 0.00$  where  $\alpha < 0.05$ ). Hence the Entrepreneurial Education and Entrepreneurial Intention significantly had a positive correlation, the alternate hypothesis is accepted and the null hypothesis is rejected. It is inferred that there is a significant impact of Entrepreneurial Education on Entrepreneurial Intention.

**Null Hypothesis (H0):** There is no significant impact of Proactive personality & Behaviour on Entrepreneurial Intention.

**Table showing the Correlation between Proactive personality & Behaviour and Entrepreneurial Intention**

		Entrepreneurial Intention	Proactive personality & Behaviour
<b>Entrepreneurial Intention</b>	Pearson Correlation	1	.752**
	Sig. (2-tailed)		.000
	N	447	447
<b>Proactive personality &amp; Behaviour</b>	Pearson Correlation	.752**	1
	Sig. (2-tailed)	.000	
	N	447	447

From the above table it is inferred that the calculated value .752 depicts a positive relationship. In the 2tailed significant value, 0.00 shows the correlation is significant where the standard alpha value is 0.05 ( $\alpha = 0.00$  where  $\alpha < 0.05$ ). Hence the Proactive personality & Behaviour and Entrepreneurial Intention significantly had a positive correlation, the alternate hypothesis is accepted and the null hypothesis is rejected. It is inferred that there is a significant impact of Proactive personality & Behaviour on Entrepreneurial Intention.

**Table 2 showing the Correlation between Entrepreneurial self-efficacy and Entrepreneurial Intention**

		Entrepreneurial Intention	Entrepreneurial self-efficacy
<b>Entrepreneurial Intention</b>	Pearson Correlation	1	.740**
	Sig. (2-tailed)		.000
	N	447	447
<b>Entrepreneurial self-efficacy</b>	Pearson Correlation	.740**	1
	Sig. (2-tailed)	.000	
	N	447	447

From the above table it is inferred that the calculated value .740 depicts a positive relationship. In the 2tailed significant value, 0.00 shows the correlation is significant where the standard alpha value is 0.05 ( $\alpha = 0.00$  where  $\alpha < 0.05$ ). Hence the Entrepreneurial self-efficacy and Entrepreneurial Intention significantly had a positive correlation, the alternate hypothesis is accepted and the null hypothesis is rejected. It is inferred that there is a significant impact of Entrepreneurial self-efficacy on Entrepreneurial Intention.

**Multiple Regression Analysis of Entrepreneurial Intention with Entrepreneurial Education, Attitude towards entrepreneurship, Proactive personality & Behaviour and Entrepreneurial self-efficacy****Hypothesis**

**Ho1:** There is no significant relationship between Entrepreneurial Intention with Entrepreneurial Education

**Ho2:** There is no significant relationship between Entrepreneurial Intention with Attitude towards entrepreneurship

**Ho3:** There is no significant relationship between Entrepreneurial Intention with Proactive personality & Behaviour

**Ho4:** There is no significant relationship between Entrepreneurial Intention with Entrepreneurial self-efficacy

**Table 3: Regression Analysis****Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.859 <sup>a</sup>	.738	.735	.32539

a. Predictors: (Constant), AvgSelfefficacy, AvgAttitude, AvgEdEdu, AvgPersonality

**Anova**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	128.654	4	32.163	303.783	.000 <sup>b</sup>
Residual	45.739	432	.106		
Total	174.393	436			

a. Dependent Variable: AvgEDIntention

b. Predictors: (Constant), AvgSelfefficacy, AvgAttitude, AvgEdEdu, AvgPersonality

**Coefficient of variables**

S.No	Variable	Standardized Beta Coefficients	T	Sig.
1	EntrepreneurialEducation	.105	3.025	.003
2	Attitude towards entrepreneurship	.362	10.178	.000
3	Proactive personality & Behaviour	.245	5.561	.000
4	Entrepreneurial self-efficacy	.274	6.230	.000

The table reveals that the multiple regression results for Entrepreneurial Intention and Entrepreneurial Education, Attitude towards entrepreneurship, Proactive personality & Behaviour and Entrepreneurial self-efficacy. . The  $R^2$  for the regression model was found to be 0.735. This indicates that 73.5% of the variance in dependent variable, Entrepreneurial Intention was explained by Entrepreneurial Education, Attitude towards entrepreneurship, Proactive personality & Behaviour and Entrepreneurial self-efficacy. It also shows that adjusted  $R^2 = .735$ , which means that any time another independent variable is added to this model, the  $R^2$  will increase (even if only slightly). This regression model results in the ANOVA which is reported by F – ratio = 303.783( $p < 0.00$ ). This indicates that

the regression model for Entrepreneurial Intention is significant. On examining the standardized beta coefficient, it was found that most of the variable Entrepreneurial Education ( $T = 3.025$ , sig .003) , Attitude towards entrepreneurship ( $T = 10.178$ , sig 0.00), Proactive personality & Behaviour ( $T = 5.561$ , sig .000) and Entrepreneurial self-efficacy ( $T = 6.230$ , sig .000) are significantly related. Hence, this result support alternative hypothesis of H11, H12, H13, H14. It means that the respondents are influenced by Entrepreneurial Education, Attitude towards entrepreneurship, Proactive personality & Behaviour and Entrepreneurial self-efficacy.

#### **MANAGERIAL IMPLICATIONS**

Based on study result, it is identified that there is a need to further strengthen and promote entrepreneurial education programs among students. So, Institutions should consider integrating practical, real-world experiences into the curriculum to better prepare students for entrepreneurial endeavours. Institutions and policymakers should consider providing targeted support and resources to encourage and empower students to pursue entrepreneurship as a vital career option. Establish an entrepreneurship center or hub where students can access resources such as funding opportunities and business incubation programs. Offer workshops and training sessions on topics like fund raising, marketing strategies, and legal aspects of starting a business. Establish mentorship programs where students can interact with successful entrepreneurs. This connection can inspire students, provide real-world insights, and build confidence in their entrepreneurial abilities. Share success stories of young entrepreneurs who have made a significant impact in their fields. Showcasing real-life examples can inspire students and demonstrate that entrepreneurship is a viable career path. Encourage students to think outside the box, come up with innovative ideas, and solve problems creatively. Provide opportunities for them to engage in brainstorming sessions, design thinking exercises and entrepreneurial challenges. Encourage students to assess their entrepreneurial skills and traits. Tools like self-efficacy scales and personality assessments can help students understand their strengths and areas for improvement. Insist students to join entrepreneurial clubs, societies, and online communities. These platforms provide opportunities for networking, collaboration, and learning from peers and mentors. To expand and strengthen these networks, collaborations with local businesses, start-ups, eco-systems, and industry experts can provide students with valuable insights, networking opportunities, and mentorship through internships

#### **CONCLUSION**

The study on student intention towards entrepreneurship aims to shed light on the factors that influence students' inclination towards starting their own businesses. By analysing the impact of entrepreneurial education, Attitude towards entrepreneurship, Proactive personality & Behaviour, and self-efficacy, this research seeks to contribute valuable insights to the field of entrepreneurship studies. The findings of this study have the potential to inform policymakers, educators, and stakeholders involved in entrepreneurship education and development programs. Understanding the scope and challenges of student entrepreneurship can help shape the curriculum and design of educational initiatives to better equip students with the necessary knowledge, skills, and mind set for entrepreneurial success. In conclusion, the study on factors influencing entrepreneurial intention among management and undergraduate students in Coimbatore sheds light on crucial aspects that can impact the entrepreneurial landscape in the region. The findings underscore the importance of entrepreneurial education, self-efficiency, and attitude in shaping the intentions of students toward entrepreneurship. Given the dynamic start-up ecosystem in India and the significant youth population, fostering an entrepreneurial spirit among students is essential for the country's sustained economic growth. The study not only provides insights into the current scenario but also offers practical recommendations for educational institutions, policymakers, and other stakeholders to nurture and support aspiring entrepreneurs.

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