

Do Management Students have Entrepreneurial Intentions? An Institutional Case Study.

Dinu Raj S¹

*¹Department of Management Studies, Periyar Maniammai Institute of Science & Technology, Thanjavur, Tamil Nadu, India
dinurajs@gmail.com*

Abstract

Entrepreneurship is one among the best alternative solution to reduce the severity of unemployment, even though there is a saturation point. One Entrepreneurial venture can at least create one self-employment and more employment directly or indirectly if the size of the venture is bigger. It has a major role to play in improving the country's GDP growth rate. This study was carried out with the final year MBA students of a deemed to be university located at Thanjavur, Tamil Nadu. The rationale of choosing the institute and the respondents was that they were offered the same type of entrepreneurial education during the period of study. Primary data were collected from 40 out of 44 students through a structured questionnaire by applying simple random sampling. Further data analysis showed the impact of entrepreneurial education that institute has given to the student on their intentions to become entrepreneurs..

Keywords: *Entrepreneurship, Entrepreneurial education, Entrepreneurial intentions*

1. Introduction

GDP of any country is one the major tool to describe a country's economic status. It may not give the exact standard of living of individual citizen, but an overall idea of how much goods and service were produced during a particular year. For this to happen, money has to flow to market and demand needs to be generated. For generating the so called demand, the individuals need to have the desire to buy, willingness to pay and ultimately they should have the purchasing power. So constant income is a limiting factor, particularly for developing countries like India.

There are several initiatives from government as well as non-government organization to promote self-employment. Similarly there are educational institutes which are meant for exclusively entrepreneurship education in India. But the outcome which is the conversion rate of entrepreneurship is very low: risk and the family background being some of the restricting factors.

Entrepreneurship education is offered by majority of the universities, institutes and colleges. Particularly students of business administration or management studies are offered entrepreneurship as specialization for their program. Even though it is a matter of discussion whether entrepreneurship can be taught or trained. There can be students with entrepreneurial background opting for these specialization and they have a definite intention to become entrepreneurs which they could have done without even being trained. So the outcome of these education depends on how many non-entrepreneurial background students have the intentions to start their own business ventures.

Success of entrepreneurship education relies on the attitude of the students towards it. Attitude towards entrepreneurship education can be broken down into three components, namely cognitive, affective and behavioral (R.K Jena, 2020).

Cognitive component is all about the belief that the student is having towards entrepreneurship education. His or her thoughts towards that as well as knowledge.

Affective component is the emotional feeling that the student is having towards entrepreneurship education. It reflects how much the student is interested towards entrepreneurship education.

Behavioral component reflects how much the student is openly showing willingness towards entrepreneurship education.

This study is an attempt to analyze the impact of these components towards entrepreneurship intentions.

2. Objectives

The purpose of this study is to analyze the relationship between entrepreneurship education and entrepreneurship intention in a selected institute offering management program. The objectives can be specified as follows

- i. To study the correlation of components of attitude towards entrepreneurship education and entrepreneurial intentions.
- ii. To study the impact of entrepreneurship education on entrepreneurial intentions of specified management students

3. Literature Review

Entrepreneurship can be described as the source or solution to poverty in all economies. M.H Morris et. al, 2020 has examined entrepreneurship as source for reducing the poverty in developed economies where they found that the gap between the rich and poor were very high in terms of income.

So there is a need for entrepreneurship education. Chux Gervase Iwu et. al, 2019 studied on the usefulness of entrepreneurship education which can contribute towards economic development. It explored the factors which resulted in student's entrepreneurial intentions.

R.K Jena, 2020 has examined the components of students' attitude towards entrepreneurship education. The study has divided the components into cognitive, behavioral and affective. The study was concentrated on management students of various universities and colleges in India.

Paul Agu Igwe et.al, 2019 has explored about the outcomes of entrepreneurship education in higher education can improve future workforce.

Nicole E. Peterman and Jessica Kennedy, 2003 tried to examine the intentions of becoming entrepreneurs secondary school students after attending an enterprise education program. For this they have carried out a pre-test and post-test.

Joao Almeida et.al 2019 studied on the entrepreneurial attitudes and intentions of students in Portuguese universities.

The study revealed that those students enrolled for entrepreneurship education were having more entrepreneurial intentions.

Vanessa Ratten and Petrus Usmanji, 2020 has highlighted the latest trends in entrepreneurship education. They also highlighted the scope of new research.

Xinhua Dou et.al, 2019 has studied the outcomes of education with the help of a unique sample size of students.

4. Research Methodology

4.1 Respondents

The respondents were the Final Year MBA students of a deemed to be university located at Thanjavur, Tamil Nadu. The rationales of choosing the respondents were as follows:

- a. They were having unique curriculum and no affiliated colleges,
- b. They were about to complete the programme,
- c. They were offered entrepreneurship development as a course.
- d. They were offered seminars, workshops as well as guest lectures on entrepreneurship development.
- e. Entrepreneurship was added as one of the specialization for the programme
- f. Availability of a well-established Technology Business Incubator(TBI) inside the campus premise.
- g. The institute follows outcome based education.

The sample size of 40 out of the population 44 was chosen by using simple random sampling. Primary data were collected from them with the help of a structured questionnaire.

4.2 Tools for data analysis

Statistical tools used for data analysis were correlation and regression.

4.3 Hypothesis

The null hypothesis can be as follows which can be tested with the outcomes of regression analysis.

- **H₁** : There is no impact of cognitive component on Entrepreneurship Intentions
- **H₂** : There is no impact of affective component on Entrepreneurship Intentions
- **H₃** : There is no impact of behavioral component on Entrepreneurship Intentions

5. Data Analysis

5.1 Demography

53% of the respondents were females and 47% males. 95% among them were from the age group of 20-25. Only 23% were having an engineering degree. 43.6% were having an entrepreneurial family background and all of them were residing inside Tamil Nadu state.

5.2 Correlation

Table 1. Correlation between Cognitive Component and Entrepreneurship Intentions

		Identify opportunities	taught to create products	Develop business plan	Skills to create a new business	Courses Stimulated my interest	Skills and knowledge	satisfied
Entrepreneurship intention	Pearson Correlation	.065	.159	.237	.221	.240	.335*	.299
	Sig. (2-tailed)	.699	.334	.152	.176	.141	.037	.065

Table 1 shows a positive correlation between cognitive component and Entrepreneurship intentions. Value of 0.335 which is a moderate positive correlation shows that the entrepreneurship education has improved the students' knowledge and skill. So it can be interpreted as belief of the students on entrepreneurship education is moderately good which can result in reinforcing their entrepreneurship intentions

Table 2. Correlation between Affective Component and Entrepreneurship Intentions

		Entrepreneur after studies	Idea to become entrepreneur	self-employment	career in entrepreneurship
Entrepreneurial intention	Pearson Correlation	.415**	.350*	.391*	.111
	Sig. (2-tailed)	.009	.029	.014	.500

From Table 2, it can be interpreted that there is a good positive correlation between affective component and entrepreneurship intentions. Pearson correlation value of 0.415 clearly proves that the students are having a strong emotional feeling to become an entrepreneur.

Table 3. Correlation between Behavioral Component and Entrepreneurship Intentions

		important course	desired career option	Encouraged	Happy	interact with entrepreneur
Entrepreneurship Intention	Pearson Correlation	.466**	.485**	.191	.116	.158
	Sig. (2-tailed)	.003	.002	.244	.482	.337

5.2 Regression

Table 4. Regression Analysis with Respect to Cognitive Component

Model	R	R Square	Adjusted R Square	Sig (p-value)
1	.455	.207	-.012	0.496
a. Predictors: (Constant), satisfied with entrepreneurship, create services and products, identify business related opportunities, skills to create a new business, develop business plan successfully, skills knowledge, stimulated my interest				

From the regression table-4, the significance value is greater than 0.05. Hence the null hypothesis stating that there no impact of cognitive component on entrepreneurship has to be accepted. So it can be interpreted as even though there is a positive correlation of students' belief on entrepreneurship education, there is little impact on their intentions to become entrepreneurs.

Table 5. Regression Analysis with Respect to Behavioral Component

Model	R	R Square	Adjusted R Square	Sig(p-value)
1	.620 ^a	.384	.245	0.024
a. Predictors: (Constant), very important course, desired career option, entrepreneurship after graduation, Happy to have had entrepreneur course, Helped to meet and interact with successful entrepreneur				

The significance value from table-5 is less than 0.05 and greater than 0.00. So the null hypothesis which says that there is no impact of behavioral component on entrepreneurship intentions can be rejected. The R-square value of the overall predictors 0.384 which means that there is an overall impact of 38.4 % . It can be interpreted as students are openly expressing their willingness to become future entrepreneurs after getting entrepreneurship education.

Table 6. Regression Analysis with Respect to Affective Component

Model	R	R Square	Adjusted R Square	Sig(p-value)
1	.493 ^a	.243	.152	0.049
a. Predictors: (Constant), establish a career in entrepreneurship, entrepreneur after my study, the idea to become an entrepreneur, considers self-employment.				

The significance value from table-5 is less than 0.05 and greater than 0.00. So the null hypothesis which says that there is no impact of affective component on entrepreneurship intentions can be rejected. This proves that the students have a strong emotional feeling towards becoming an entrepreneur. The R-square value of the overall predictors 0.243 which means that there is an overall impact of 24.3 %

6. Conclusion

The results of the correlation analysis reveal that the components of attitude of management students in the specified institute towards entrepreneurship education have a positive correlation with entrepreneurship intentions. The regression analysis shows that there a significant impact of affective as well as behavioral components towards entrepreneurship intentions.

Although the results show a positive trend, the entrepreneurial background is still a motivating factor. Obviously the students having entrepreneurial family background will be having the intentions to become entrepreneurs. For that an entrepreneurship education has little role to play. So studies have to be conducted by isolating the respondents without entrepreneurial background. Entrepreneurship education can be successful only when an individual without entrepreneurial background finds self-employment.

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