

Academic Factors Influence on Entrepreneurial Intention – A Study with Reference to Management Students Amongst Chennai Management Schools



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This research examines the factors influencing entrepreneurial Intention among management students in Chennai city. Its academic characteristics indicated that (academic curriculum, technical support, and Institutional support) are the independent variables, while entrepreneurial Intention is the dependent variable. A quantitative research design is designed where 60 questionnaires are distributed to target respondents to get the necessary information. All data were analyzed using SPSS Version 21.0 software. Correlation analysis showed that the strength of entrepreneurial Intention is significantly related, indicating that academic staff with high Curriculum and technical support had, most likely, high-performance levels. This study provided future research opportunities by using the same model to carry out a similar study in other universities and private universities to increase the statistical relevance of the research and more reliable results. However, it is insightful for universities to understand their students' motivation and Intention better and enhance and design the entrepreneurial course offering to be more proactive. Furthermore, this study provided future research opportunities by using the same model to conduct a similar study in different places.

Keywords: Curriculum, Institutional Support, Technical Support, Entrepreneurial Intention, Education Institution

1. Introduction

Entrepreneurship can be a procedure to generate new ventures and new organizations (Tran & Von Korfflesh, 2016). Hence, entrepreneurship became the primary indicator of economic growth since the entrepreneurial activity is capable of job creation, innovation encouragement, and reduced unemployment (Ogun- Lana, 2018; Fritsch, Kritikos, & Pijnenburg, 2015). Based on Dass (2018), although the GDP for India rose 6% continuously in three years, the unemployment rate achieved 3.4% in 2017, especially the unemployment rate for youth reached 13.2%. This indicated that the unemployment rate was not reduced, although the GDP in India was increasing. Soraya, Pang, Aishah, and Zubaibad (2015) pointed out that increased graduates from higher education institutions triggered youth unemployment. Many higher education institutions, including MBA, started providing entrepreneurship as the main course subject. This is due to entrepreneurship becoming guild line for fresh graduates to seek business foundation as a career, as Soraya et al. (2015) recommended. A study from Taha, Ramlan, and Noor (2017) appended that entrepreneurship intention can be one of the measurements for entrepreneurial behavior or new business creation action. On top of that, it can support by the study from Kabir, Haque, and Sarwar (2017) suggested entrepreneurial education as one of the measurements of entrepreneurial Intention. It is based on TPB theory since the framework of this study is based on TPB theory by Ajzen (1991), which indicated three variables (attitude, subjective norms, and perceived behavioral control) formed as independent variables in this study.

However, this study added entrepreneurial Intention as one of the independent variables since the MBA provided entrepreneurship as the central core subject in the course structure. Furthermore, graduates have been recommended to broaden their field of vision by looking into business as a probable foundation for a career. Entrepreneurship will assist fresh graduates in exploiting their undertaking and reducing unemployment by broadening the job market (Soraya et al., 2015). Therefore, the researchers believe this study can improve knowledge and entrepreneurial Intention by identifying the factors influencing entrepreneurial Intention, particularly among MBA students. The study indicated academic factors on entrepreneurial Intention among MBA students in Coimbatore city, Tamil Nadu institutions, India because MBA provides entrepreneurship as the central core subject in the course structure among their graduation and post-graduation students.

2. Review of Literature

Sharma, K. (2022). The study examined how creativity and proactivity affect management students' entrepreneurial intentions. Entrepreneurial self-efficacy is also proposed as a moderator of the study's effect of proactivity and creativity on entrepreneurial Intention. A structured questionnaire was used to collect data from 484 management students, which was then analyzed using structural equation modeling in Amos 20.0. According to the findings, entrepreneurial self-efficacy was the best predictor of entrepreneurial Intention. A proactive personality is also found to significantly influence entrepreneurial Intention, though creativity's effect on Intention was marginal. Finally, the mediation analysis results (bootstrapping method) revealed that

self-efficacy fully mediated the relationship between creativity and entrepreneurial Intention. In contrast, proactivity partially mediated the effect of entrepreneurial Intention.

A. Hassan, I. Anwar, I. Saleem, K. B. Islam, & S. A. Hussain (2021). The findings confirm that entrepreneurship education promotes individual entrepreneurial orientation and motivations and has a positive relationship with entrepreneurial Intention. Entrepreneurial motivations significantly mediate 'entrepreneurial intention' and 'entrepreneurship education intention' relationships. The findings support the development of new educational policies to help students in their entrepreneurial endeavors. The study adds to the literature by recognizing the mediating role of entrepreneurial motivations in previous relationships. It also contributes to the scant literature on the recently identified individual entrepreneurial orientation construct.

I. Anwar, et al. (2020). This paper examines entrepreneurial Intention (EI) among Indian female university students using TPB and entrepreneurial education (EE). The paper investigates the role of entrepreneurship education in moderating ATE, PBC, and EI. 387 female students from three Indian institutions are sampled using a 2009 Linen and Chen questionnaire. Data screening is followed by CFA and SEM analysis. Necessary antecedents of TPB had a considerable impact on female students' EI, whereas EE had a modest coefficient of influence. This study's findings will help us comprehend female university students' entrepreneurial intentions.

Singh (2018). This article examines gender and regional cultures' effects on entrepreneurial goals and perceived impediments in two states. Previous authors called for studies on entrepreneurial intentions that include gender and culture. There is a potential interactive effect between sex and culture that had primarily gone unstudied despite its potential to explain contradictory findings when sex or culture was studied separately. It is quantitative. Primary data from professional students—used proportional stratified sampling, and validity and reliability are examined. Chi-square, Fisher's exact, and Mann-Whitney U tests were employed to determine variable connections. Young people's perceptions of impediments and entrepreneurial inclinations differed by gender. Gender disparities in barrier perceptions and entrepreneurial goals vary with regional culture.

Trivedi (2017). This study found that Endogenous restrictions, university atmosphere, and support indirectly influence student entrepreneurial ambition. The exogenous environment negatively affects all three countries' behavior, attitude, and behavioral control. Educational institutions, policymakers, and entrepreneurship trainers can use the study's findings to remove cognitive barriers to entrepreneurship.

3. Theoretical Background

TPB-Ajzen

TPB is used to explain human purpose and behavior in psychology, social sciences, and management. TPB has been used to study driving behavior (Lindstrom-Forneri et al., 2007), philanthropic intent (Van der Linden, 2011), purchase intention (Kim & James, 2016), online trading behavior (Gopi & Ramayah, 2007), and green behavior (Mancha & Yoder, 2015). As EI is an immediate precursor to entrepreneurial behavior, TPB can use, as demonstrated by researchers globally, to explain the elaborate and intricate processes leading to student entrepreneurship through ATE, PBC, and SN. SN discusses the societal effect on entrepreneurship. PBC is the ease or difficulty of a business venturer's career.

Academics Curriculum

Entrepreneurial intent predicts actual entrepreneurial activity (Kautonen et al., 2015). Researchers dispute whether university entrepreneurship-related courses and programs foster student entrepreneurs. Norwegian graduates who studied entrepreneurship exhibited a desire to become entrepreneurs more than other graduates (Anne Stren, 2014). Barba-Sánchez and Atienza-Sahuquillo (2018) found that entrepreneurial education did not affect EI among Spanish engineering students. Solesvik (2013) observed that university enterprise education courses and entrepreneurial development programs increased the EI of Ukrainian engineering students and pushed them to establish new enterprises. Comparing French, Polish, and German students, Packham et al. (2010) discovered that a business-oriented curriculum negatively influenced male German students' EI. Emerging economies had contradictory results. A study of business students in India, Malaysia, and Singapore found that the institutional environment increases PBC (Trivedi, 2016). Comparatively, academic institution concept development support improved students' EIs (Mustafa et al., 2016). When business, medical, Lingappa et al. three, and law students' EIs were assessed, the study found no significant effect from the university entrepreneurial climate (Sesen, 2013). Academic attainment negatively influences Malaysian students' aim to own and operate a business (Mohamad et al., 2015). Given the emphasis on business-related disciplines, it would be essential to evaluate if these courses increase the EI of engineering students in underdeveloped nations where studies are restricted.

Institutional Support

Although EI was linked to SUP, Spanish research has shown no statistically significant connection between the two (Coduras et al., 2008). University support was shown to have a statistically significant connection only with PBC but not with ATE, using the TPB precursors by Trivedi (2016). Having a favorable impact on students' interest in entrepreneurship as a career path (and thus ATE) and on their business knowledge, self-confidence, and sense of effectiveness (and so PBC) is possible thanks to universities that foster an encouraging atmosphere (Mustafa et al., 2016). Studies have shown that interning with start-ups may be beneficial (Basu & Varick, 2008). The following hypotheses are established to examine the impact on EI through SUP by providing the necessary resources, opportunities for professional development, and encouragement for engineering students to engage in entrepreneurial behavior.

Technical Support

Businesses in the TBI area will have easier access to vital resources and expert guidance through these services. Here, we are interested in the varieties of assistance that tend to have a salutary effect on the outcome for incubator grads: the number of companies that make it out into the world. Extensive work on university-affiliated TBIs emphasizes the relevance of local technology-based start-ups' access to university knowledge-based assets (Acs and Storey 2004). TBIs affiliated with universities enable access to research-based information resources controlled by the institutions (Rothaermel & Thursby, 2005b; Ratinbo & Henriques, 2010). Recent studies show that TBIs enable resident enterprises to create networks with academic scientists to access scientific information resources (Bergek & Norman, 2008; Jauhiainen, 2008; Salvador, 2011). Rothaermal and Thursby (2005b) evaluated 79 enterprises incubated at Georgia Tech's Advanced Technology Development Centre from 1998 to 2003 to see how university ties affected failure or graduation. Strong ties to the sponsoring university, indicated by licensed technology or university staff managing the business themselves, reduced the likelihood of failure and delayed graduation from the incubator.

In contrast, weak ties (e.g., information interaction with academic researchers) did not influence firm failure or timely graduation. In China, there is no indication that university-affiliated TBIs contribute to more excellent graduation rates than unaffiliated ones (Zhang & Sonobe, 2011). A study of Hong Kong incubators shows that resident businesses do not profit from networking with scientists since most firms see such linkages as irrelevant to their company development (Chan & Lau, 2005). Incubators that work closely with their resident enterprises are more likely to identify virtual lab, technical, and research facilities (Aerts et al., 2007). An incubator's financial resources can utilize to create facilities that compensate for restricted local access to technical resources and testing facilities. A shared research infrastructure may comprise industrial and production testing services, pricey data-sharing devices, and technical services. Young technology-based enterprises can access facilities and equipment that would otherwise be costly, reducing incubation time and R&D/operation expenses. The amount of money invested in an incubator indicates the scope of its technical help.

Entrepreneurial Intention

Ajzen (1991) and Kabir et al. (2017) explained that Intention is a great predictor of an individual's willingness to perform a behavior. Based on Joseph (2017) and Noor, Hong, Zakaria, Nik Mud, and Yunoh (2019), entrepreneurial Intention is defined as a mindset from individuals to achieve a specific business target based on experience, action, and attention. Nathani and Dwivedi (2019) and Ismail, Ibrahim, Yaacob, Ibrahim, Zakaria, Razak, Yusoff, Guan, and Kamaruddin (2018) explained further entrepreneurial Intention as a mental orientation for individuals includes hope, wish, and desire that affects the choice of for entrepreneurship. Many past researchers identified Intention as a measurement of willingness from an individual to perform a behavior in various fields (Mohamad, Lim, Yusof, & Soon, 2015). However, the Intention has varied- ty explanations by past researchers in entrepreneurial studies, such as Usman and Yennita (2019), Kabir et al. (2017), and Tsordia and Papadimitriou (2015) appended that an individual intent to become entrepreneurial due to the factors of attitude, perceived behavioural control, social influence, and entrepreneurial education. Therefore, the entrepreneurial Intention in this study is defined as the self-acknowledged belief from individuals that create new businesses in the future (Botha, Carruthers, & Venter, 2019).

4. Objectives of the Study

1. To study the demographic profile of the respondents
2. To investigate the Influence of Factors determinant on Entrepreneurial Intention.

5. Conceptual of the Study

The Curriculum, Institutional Support, and Technical support strategies are some significant factors affecting entrepreneurial Intention. Hence, it is used as one of the supportive hypotheses of the theoretical framework.

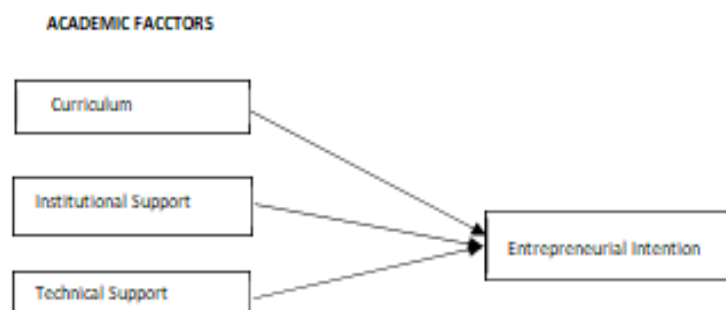


Figure 1 Conceptual Model

Hypothesis

H1: There is no significant difference exists between academic curriculum and Entrepreneurial Intention

H2: There is no significant difference exists between Institutional support and Entrepreneurial Intention

H3: There is no significant difference exists between technical support and Entrepreneurial Intention

6. Research Methodology

A quantitative approach design was applied, and 60 MBA students were selected as target respondents in this study using a simple random probability method. All items in this study were designed straightforwardly beside two languages, English, to reduce the confusion among target respondents. The questionnaire in this study consists of three parts: Part A to collect demographic profiles from target respondents; Part B is to identify the feedback of target respondents towards entrepreneurial Intention; Part C is to identify the feedback of target respondents towards academic curriculum and technical support and Institutional support Five-point Likert-scale was designed for Part B and Part C while the nominal scale was designed in Part A. All responses are collected using Google Forms and analyzed by SPSS 22.0 version. At the same time, path coefficient analysis is to identify the relationship between attitude, subjective norms, perceived behavioural control, and entrepreneurial education towards entrepreneurial Intention among MBA students.

7. Data Analysis and Results

The demographic characteristics of the sample are listed in Table 2. A total of 60 responses were usable; among them, 53 % were from students aged 20–22; A little over (58 %) were male, while 95 % were single. The sample included undergraduate students; specifically, 78 % were graduate students in the degree for arts, and 45 % were in postgraduate for management studies in HR. Additionally, respondents were asked about family to gain insight into their entrepreneurial background 74% were in a nuclear family; however, only (42%) of students reported that their studies were self-finance college or engaged in entrepreneurial activities.

Table 1 Demographic Profile of the Respondents

Variable	Description	Frequency	Percentage
Gender	Male	35	58
	Female	25	42
Age (in years)	Below 20 yrs	2	3
	20-22 yrs	32	53
	22-24 yrs	26	44
Marital Status	Married	3	5
	Single	57	95
	Others	2	2
UG Degree	Arts	47	78
	Science	11	19
	Engineering	2	3
PG MBA Specialization	HR	27	45
	Marketing	14	23
	Finance	10	17
	Others	9	15
Type of College	Self-financing	25	42
	Aided	17	28
	B- school	18	30
Type of Family	Nuclear	44	74
	joint family	16	26

Source: Primary Data

Table 2 The Measurement Model Analysis Result

Constructs	Item	Loading	CR	AVE
Curriculum	C1	0.673	0.848	0.659
	C2	0.701		
	C3	0.745		
	C4	0.698		
	C5	0.650		
Institutional Support	IS1	0.918	0.918	0.708
	IS2	0.903		
	IS3	0.941		
	IS4	0.916		
	IS5	0.876		
Technical Support	TS1	0.904	0.912	0.696
	TS2	0.912		
	TS3	0.927		
	TS4	0.895		
	TS5	0.906		
Entrepreneurial Intention	E11	0.885	0.937	0.712
	E12	0.926		
	E13	0.908		
	E14	0.926		
	E15	0.745		
	E16	0.818		
	E17	0.862		

Table 2 indicates that all items and constructs in this research are reliable and valid. Based on Hair, Hult, Ringle, and Sarstedt (2016) they are clarified that loading values need to be more than 0.708. However, the loading value between 0.4 and 0.7 is still acceptable if the constructs fulfill CR and AVE values criteria. Meanwhile, the average variance extracted (AVE) value must be more than 0.5 as well as the composite reliability (CR) value must be more than 0.8, as suggested by Hair *et al.* (2016).

The researcher decided to use the Fornell and Larcker criteria as a measurement suggested by Fornell and Larcker (1980) to identify the multicollinearity issues among constructs in this study. The result shows fewer multicollinearity issues among constructs whereby the square root of AVE (diagonal) is more significant than correlations (off-diagonal) for all constructs, as stated in Table 3.

Table 3 The Fornell-Lacker Criterion

	CU	IS	TS	EI
CU	0.890			
IS	0.644	0.910		
TS	0.856	0.682	0.874	
EI	0.679	0.759	0.765	0.907

Note: CU: Curriculum; IS: Institutional Support; TS: Technical Support; EI: Entrepreneurial Intention

Table 4 Bivariate Correlation Analysis

		1	2	3	4
Curriculum(1)	Pearson Correlation	1			
	Sig. (2-tailed)				
Institutional Support (2)	Pearson Correlation	.356**	1		
	Sig. (2-tailed)	0.000			
Technical Support (3)	Pearson Correlation	.352**	.323**	1	
	Sig. (2-tailed)	0.000	0.000		
Entrepreneurial Intention (4)	Pearson Correlation	.365*	.328**	.345**	1
	Sig. (2-tailed)	0.037	0.000	0.005	

Table 4 is a summary of the correlation results, which indicate that Institutional Support has a significant positive relationship with Technical support ($r=.356^{**}$), the curriculum has a significant positive relationship with Technical Support ($r=.352^{**}$), and Technical support has a meaningful positive connection with Entrepreneurial Intention ($r=.323^{**}$). The findings suggest that academic management students who reported high levels of Curriculum and Technical support also reported high levels of overall Entrepreneurial Intention. The results indicate that academic staff with high Curriculum and technical support had, most likely, high-performance levels.

Table 5 Coefficients Values for Curriculum, Institutional Support, and Technical Support

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.895	.372		5.098	.000
Curriculum	.344	.130	.531	2.644	.009
Institutional Support	.350	.142	.608	2.461	.015
Technical Support	.191	.074	.235	2.584	.012

a. Dependent Variable: Entrepreneurial Intention

As observed from the table above, independent factors such as Curriculum, Institutional support, and Technical support affect the dependent variable, Entrepreneurial Intention. It shows that significant values for the independent variables Curriculum, Institutional Support, and Technical Support are .009, .015 and .012, respectively. The results do not support the hypothesis that course happiness boosts the influence of Curriculum on Entrepreneurial Intention in Tamil Nadu institutions.

8. Discussion

The study indicated that academic factors on entrepreneurial Intention among MBA students in Chennai city, Tamil Nadu institutions had a considerable favorable influence on their performance. Academic curriculum positively improves entrepreneurial Intention through an individual's performance, as proposed. Therefore, possessing technical and Institutional support, such as knowledge and experience, improves the performance of academic students at MBA institutions. A person with high self-efficacy, knowledge, and attitude has the confidence to tackle complex and complicated movements to develop an entrepreneurial firm. Academic students with solid academic curricula will be able to take on additional teaching areas in a department or elsewhere, as indicated by the above study. Enactive mastery and academic curriculum are linked to a student's community capacity to teach courses in their area of competence. It is conducting excellent research in their area of expertise, supervising research students, supervising internship students, mentoring colleagues on teaching in their departments, and assisting colleagues on research projects. Based on Table 4, the finding indicated that attitude and entrepreneurial education

was positive and significant towards entrepreneurial Intention among MBA student in Chennai city. The path coefficient analysis showed that attitude positively and significantly influenced entrepreneurial Intention among MBA students. Therefore, the researchers justify that MBA students consider becoming an entrepreneur a positive attribute. This can support by the study from Gitaka (2018) and Gitonga (2017) appended that individuals have the most significant intent as an entrepreneur if the mindset of becoming an entrepreneur is positive.

Furthermore, the path coefficient indicated that entrepreneurial Intention positively and significantly influences entrepreneurial education among MBA students. This can justify that entrepreneurial education can motivate MBA students to become entrepreneurs in their future careers. The result is similar to the studies from Kabir *et al.* (2017) and Gitika (2018), who appended that entrepreneurial knowledge provided by institutions to students can be a trigger for student intent to become an entrepreneur. As a result, entrepreneurial education was appropriate in this model since the result indicated entrepreneurial Intention was significant from entrepreneurial education. Furthermore, this study can provide practical contributions for research scholars, government, as well as entrepreneurship educators since this study provides the necessary factors to become an entrepreneur based on young perspectives. In summation, to increase students' entrepreneurial interest, the results provided by this study are insightful for entrepreneurial universities by enhancing and designing the entrepreneurial course offering to be more proactive enough. This study also gives implications for the government by providing funds and valuable infrastructures to support and facilitate the young generation in creating new ventures and removing obstacles in their future career paths. There are several future suggestions for this study. First, the target respondents in this study focus on one institution, MBA, Chennai, India. Therefore, future studies can be carried out in another research area. Furthermore, comparison studies are carried out by different countries. Since entrepreneurial education is significant towards entrepreneurial Intention, entrepreneurial education can become a mediating variable for future study. Moreover, moderator variables such as gender and age can add to future studies. An increased number of target respondents might be getting more accurate results since this result involves 100 target respondents.

9. Conclusion

Entrepreneurship is essential for new SME start-ups, developing existing businesses, and driving innovation and economic growth. MBA has made much effort to develop the students' entrepreneurial spirit by providing knowledge and skills to identify opportunities, generate business ideas, and develop effective business plans. Therefore, understanding the factors related to students' entrepreneurial Intention will be more effective in helping students develop their businesses. Moreover, it will help address the current unemployment problem faced by Indian graduates. Additionally, researchers suggest that all high education institutions should establish more networking with local and international entrepreneurs to conduct campus business to shape the students' global outlooks. Exposure to a natural entrepreneurship environment could help students create a good Intention toward entrepreneurship. Besides, this study confirmed that the study model combined with entrepreneurial education is appropriate for studying entrepreneurial Intention. Correlation analysis showed that the strength of entrepreneurial Intention is significantly related to indicating that academic staff with high Curriculum and technical support had, most likely, high-performance levels. This study provided future research opportunities by using the same model to carry out a similar study in other universities and private universities to increase the statistical relevance of the study and more reliable results.

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