

**ENTREPRENEURSHIP INTENTION AMONG THE ARTS AND SCIENCE
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Abstract

Entrepreneurship is the ability and readiness to develop, organize and run a business enterprise, along with any of its uncertainties in order to make a profit. The most prominent example of entrepreneurship is the starting of new businesses. The objectives of the study are to find out the personal attitude, perceived behavioural control, subject norms, entrepreneurial education. They collected data from 150 sample respondents of Kanyakumari district. They collected data were analysed from SPSS software using paired sample t-test, correlation. The suggested that establish or provide assistance for on-campus startup accelerators and startups. For students interested in entrepreneurship, these settings offer tools, networking opportunities, and helpful support. They conclude that encouraging students to pursue entrepreneurial intentions requires an integrated approach that includes specialized training courses, mentorship programmes, and supportive settings. A well-rounded entrepreneurship education includes addressing diversity, incorporating real-world experiences into the curriculum, and exposing students to successful business owners.

Key words: *Entrepreneurship. Intention, Business.*

INTRODUCTION

An important idea in business and innovation is "entrepreneurship intention," which describes people's propensity, dedication, and willingness to pursue entrepreneurial endeavours. It is the first stage of the entrepreneurial process, where people intentionally consider and declare that they are willing to take risks, start companies, or look for novel ideas. Investigating the several elements that impact a person's choice to become an entrepreneur is necessary to comprehend entrepreneurship intention. Personal traits, educational background, socioeconomic setting, cultural influences, and the perceived benefits and drawbacks of entrepreneurship are a few examples of these variables. Entrepreneurship intention, which reflects people's proactive mindset and willingness to turn their ideas into real company endeavours, is sometimes seen as a crucial precursor to actual entrepreneurial behaviour.

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people's proactive mindset and willingness to turn their ideas into real company endeavours, is sometimes seen as a crucial precursor to actual entrepreneurial behaviour. In order to better understand how to develop innovative and entrepreneurial cultures, create engaging educational initiatives, and help prospective entrepreneurs, scholars and policymakers alike examine the goal of entrepreneurship. It is an idea that is essential to the growth of dynamic and lively economies and that significantly influences the landscape of entrepreneurship.

STATEMENT OF THE PROBLEM

In Kanyakumari District, where science and art education coexist in a culturally and educationally rich environment, a thorough understanding of the elements influencing college students' intentions to pursue entrepreneurship is necessary. Although it is well understood that encouraging an entrepreneurial attitude is crucial for both economic growth and creativity, and learned about the specific variables that encourage or inhibit entrepreneurship intention in the particular socioeconomic and cultural environment of the area. By analysing the various elements that affect arts and science college students in Kanyakumari District's intention to pursue entrepreneurship, including educational curricula, mentorship opportunities, cultural influences, and personal characteristics, this study seeks to close this gap. By identifying these elements, the study hopes to offer insightful information to stakeholders, governments, and educational institutions who are interested in encouraging entrepreneurship and creativity among the young people in this area.

OBJECTIVES OF THE STUDY

1. To Find out the respondents' intentions towards entrepreneurship.
2. To examine the impact of personal attitude on entrepreneurial intention among respondents.
3. To evaluate the perceived behavioural control on entrepreneurial intention among respondents.

SCOPE OF THE STUDY

The study's focus is on Kanyakumari District arts and science college students in order to determine the characteristics that influence their intention to pursue entrepreneurship. The study will concentrate on Kanyakumari District college students majoring in the arts and sciences. Only students majoring in commerce and management will be given consideration for the study among other disciplines.

REVIEW OF LITRATURE

Karthik and Udayasuriyan (2019) studied the "influence of personality on entrepreneurial intention among the management students." Sample size was 100. Primary data were collected from Management students of Tamilnadu, Universities. Simple random sampling technique was adopted. Multiple regression analysis was used for primary data analysis. It is found that there is an influence of conscientiousness, extraversion, agreeableness and neuroticism on entrepreneurial intention. The analysis also highlights that there is no influence of openness on entrepreneurial intention. Hence, it is concluded that the openness of the students is much higher to become an entrepreneur. Students

require proper guidance to achieve their goal. The agencies need to target all forms of needs of the students. If that is created with high par excellence, they can produce more entrepreneurs.

Augustine and Emmanuel (2018) studied "Entrepreneurial Intention among University Students." The research was conducted in Ghana. The sample size of the research was 731 undergraduate students pursuing regular and part-time programs. Standard multiple regression analysis was used for data analysis. The analysis found that there is influence of experienced network and exposure to other entrepreneurs on student entrepreneurial intentions. The study recommended that students should utilize of better opportunity in the market least facilities.

Jairo, et al. (2017) investigated "Characterization of entrepreneurial intention in university students." quantitative methodological design was used. Structured questionnaire was collected from 879 students. The analysis found that two factors that explained most of the data variance. The author suggested that the educational atmosphere in which students discover them acting a most important role in the intensification of constructive individual attitudes towards entrepreneurship.

Nitu (2017) "Investigated the Entrepreneurial Intentions of Gen Y." The study was conducted in Australia. Confirmatory factor analysis and structural equation modeling was used for data analysis. Sample size was 410 respondents. The analysis found that there is influence of social norms, entrepreneurial attitude, entrepreneurial self-efficacy, perceived desire of self-employment, personality characteristics and motivation on entrepreneurial intentions.

Linan and Chen (2009) conducted research on "Testing the Entrepreneurial Intention Model on a Two-Country Sample." The study was conducted from two countries namely European (Spain) and South Asian (Taiwan). Sample size was 533 students. SEM was used for data analysis. Results were generally satisfactory. The model was probably adequate for studying entrepreneurship. Maintain for the research model was establish not only in the mutual sample, but besides in every of the national ones. The analysis found that there is a significant difference towards perceptions in each culture with respect to demographic profile.

METHODOLOGY

The researchers choose business students from a variety of fields, including commerce and business administration, to collect data for the study. Undergraduate and post graduate students are selected for the study. The data collected for several colleges in Nagercoil City. The researchers collected information from 150 students overall using a stratified random sampling. Using a range of statistical techniques, including correlation and the T test, are used for the study. the collected data were analysed using the SPSS software.

CONCEPTUAL FRAMEWORK

Personal Attitude

This is a person's assessment, whether favourable or unfavourable, of the behaviour in question. An individual is more likely to have a positive attitude towards a behaviour and be more inclined to carry it out if they believe it to be positive or beneficial. On the other hand, a person's intention to engage in the action would decline if they had a bad attitude towards it.

Entrepreneurship Education

Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling from primary or secondary schools through graduate university programs. It encourages students to embrace ambiguity and see obstacles as chances for creativity and covers subjects including financial literacy, company planning, and cultivating an entrepreneurial attitude.

Perceived behaviour control

This is the extent to which we believe we can control our behavior. This depends on our perception of internal factors, such as our own ability and determination, and external factors, such as the resources and support available to us. The theory argues that our perception of behavioral control has two effects: It affects our intentions to behave in a certain way, i.e., the more control we think we have over our behavior, the stronger our intention to perform it. It also affects our behavior directly; if we perceive that we have a high level of control, we will try harder and longer to succeed.

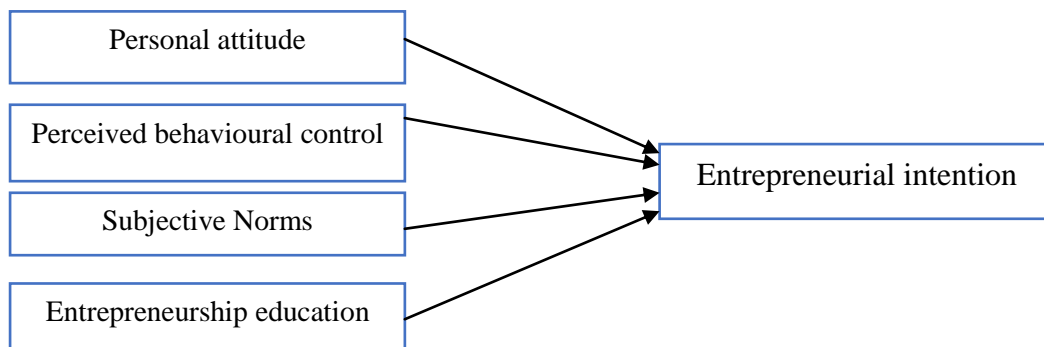
Subjective Norms

This considers how we view the ideas of other people about a specific behavior, e.g., smoking. This could be the attitude of family and friends, and colleagues toward smoking. It is not what other people think but our perception of others' attitudes.

Entrepreneurial intention

Entrepreneurial intention is a mental state that motivates an individual or a group to create a new business or idea. It is a self-acknowledged conviction that one is willing and able to start a new venture, and that one continuously plans to achieve this goal. Entrepreneurial intention directs attention toward certain business objectives and precedes action to produce entrepreneurial outcomes.

Conceptual model of entrepreneurial intention



HYPOTHESIS DEVELOPMENT

The study utilized the Entrepreneurship Intention Questionnaire developed by Liñán & Chen (2009), which consists of statements related to Entrepreneurial Intention, Attitude towards Entrepreneurship, Subjective Norms, and Perceived Behavioural Control. Based on the literature review, the following hypotheses were formulated:

H1: Personal attitude positively and significantly related to entrepreneurial intention

H2: Perceived behavioral control positively and significantly related to entrepreneurial intention

H3: Subjective norm positively and significantly related to entrepreneurial intention.

H4: Entrepreneurship education positively and significantly related to entrepreneurial intention.

DATA ANALYSIS AND DISCUSSION

The demographic profile of the respondents is shown in the following table, and it is crucial to understand it in order to understand their level of interest in running a business and their entrepreneurial aspirations.

Table 1: Demographic Profile of the Respondents

S. No.	Particulars	Category	No. of Respondents	Percentage
1.	Gender	Male	85	56.67
		Female	65	43.37
		Total	150	100
2.	Age	Less than 18 years	32	21.33
		19-22 years	98	65.34
		More than 22 years	20	13.33
		Total	150	100
3.	Parent’s Monthly Income	Rs.10,000 per month	40	26.67
		Rs.10,000-Rs.50,000	72	48

		Above Rs.50,000	38	25.33
		Total	150	100
4.	Parent’s own business	Yes	38	25.33
		No	112	74.67
		Total	150	100
5.	Parent’s education	Higher Secondary	68	45.33
		Up to Graduate	48	32
		Post Graduate	34	22.67
		Total	150	100
6.	Positions in Family	Lower middle class	40	26.67
		Middle class	62	41.33
		Upper middle class	33	22
		High class	15	10
		Total	150	100

Source: Primary data.

Table 4.1 shows that 56.67 per cent (85) respondents are male and 43.33 per cent (65) respondents are female. 65.34 per cent (98) respondents belong to the age group of 19-22 years and 13.33 per cent (20) respondents belong to the age group of above 22. 48. 25.33 per cent (38) respondents’ monthly income of above 50000 and 48 per cent (72) respondents are 10000-50000. 74.67 per cent (112) respondents are not run parent’s business. 22.67 per cent (34) respondents’ education level is post graduates and 45.33 per cent (68) respondents’ education level is higher education. 41.33 per cent (62) respondents’ family position is middle class and 10 per cent (15) respondents belong to high class.

PERSONAL ATTITUDE AND ENTREPRENEURIAL INTENTION

The psychological elements that influence the decision to pursue entrepreneurship are highlighted by this dynamic interplay, underscoring the necessity of focused interventions to promote an entrepreneurial attitude. This dynamic interaction highlights the psychological elements influencing the choice to become an entrepreneur and highlights the need for focused treatments to promote an entrepreneurial mentality. This dynamic interaction highlights how psychological variables influence the decision to become an entrepreneur and highlights the necessity for focused actions to create an environment that is supportive of such endeavours.

Table 2: Paired sample t-test on personal attitude, perceived behaviour control, entrepreneurial education, subjective norms and entrepreneurial intention

Paired Differences	Personal Attitude		Entrepreneurial Intention	t (149)	p
	Mean	Std. deviation	correlation		
Personal attitude-entrepreneurial intention	-.14	.77	.594	-2.160	.032

Perceived behaviour control - entrepreneurial intention	-.04	.75	.599	-.623	.534
Subjective norms - entrepreneurial intention	-.23	.87	.510	-3.339	0.001
Entrepreneurial education - entrepreneurial intention	-.27	.82	.611	-4.126	.000

Source: Analysed data

Personal attitude and entrepreneurial intention have a statistically significant negative connection ($t = -2.160$, $p = 0.032$). The average correlation between an increase in personal attitude and a drop in entrepreneurial inclination is -0.14 , indicating a negative mean difference. The moderately unfavourable link between one's own attitude and entrepreneurial intention is indicated by the correlation coefficient of 0.594 .

The association between perceived behaviour control and entrepreneurial intention is not statistically significant ($t = -0.623$, $p = 0.534$). The non-significant p-value and the mean difference of -0.04 indicate that there is no reliable correlation between alterations in perceived behaviour control and modifications in entrepreneurial intention.

Subjective norms and entrepreneurial inclination have a statistically significant negative connection ($t = -3.339$, $p = 0.001$). The negative mean difference of -0.23 suggests that there is a correlation between a rise in subjective norms and a fall in entrepreneurial intention. Subjective norms and entrepreneurial inclination have a moderately negative link, as indicated by the correlation coefficient of 0.510 .

The correlation between entrepreneurial education and intention is statistically significant negative ($t = -4.126$, $p = 0.000$). The negative mean difference of -0.27 indicates that there is a correlation between a rise in entrepreneurial education and a fall in entrepreneurial intention. There is a moderately negative link between entrepreneurial education and entrepreneurial intention, as indicated by the correlation coefficient of 0.611 .

In conclusion, these results imply that changes in entrepreneurial intention are related to personal attitude, subjective norms, and entrepreneurial education, but perceived behaviour control does not demonstrate a statistically significant relationship with changes in entrepreneurial intention.

ENTREPRENEURIAL INTENTION

Entrepreneurial intention is an individual's conscious and deliberate willingness or inclination to engage in entrepreneurial activities in the future. It reflects the individual's mindset and motivation to become an entrepreneur, start a business, or pursue entrepreneurial opportunities¹. Entrepreneurial intention is influenced by the individual's attitude toward

entrepreneurship, which is the desire to create value, and by the individual's evaluation of their ability to cope with the challenges and risks of entrepreneurship.

Table 3: Correlation on entrepreneurial intention

Entrepreneurial intention	Mean	Std.dev	1	2	3	4	5
I am ready to do anything to be an entrepreneur	3.73	1.32	1				
My professional goal is to become an entrepreneur	3.64	1.03	.632**	1			
I will make every effort to start and run my own firm	3.58	1.03	.536**	.608**	1		
I am determined to create a firm in the future	3.67	1.02	.586**	.583**	.647**	1	
I have the firm intention to start a firm someday	3.71	.987	.571**	.614**	.676**	.671	1

Source: Computed data.

The table showing that the highest mean score 3.73 of I am ready to be an entrepreneur, and the lowest mean score 3.58 of I will make every effort to start and run my own firm. And the highest mean score 1.32 I am ready to be an entrepreneur, and the lowest value of .987 I have the firm intention to start a firm someday. In conclusion, the means presented indicate that, generally speaking, respondents had a favourable attitude towards engaging in entrepreneurial endeavours. The standard deviations shed light on the response variability, showing that although there is an overall good trend, individual disparities exist in the degree of commitment or intention.

FINDINGS

1. 56.67 per cent (85) respondents are male and 43.33 per cent (65) respondents are female.
2. 65.34 per cent (98) respondents are belong to the age group of 19-22 years and 13.33 per cent (20) respondents belong to the age group of above 22. 48.
3. 25.33 per cent (38) respondents' monthly income of above 50000 and 48 per cent (72) respondents are 10000-50000.
4. 74.67 per cent (112) respondents are not run parent's business.
5. 22.67 per cent (34) respondents education level is post graduates and 45.33 per cent (68) respondents education level is higher education.
6. 41.33 per cent (62) respondents family position is middle class and 10 per cent (15) respondents are high class.
7. Personal attitude and entrepreneurial intention have a statistically significant negative connection ($t = -2.160, p = 0.032$).

8. The association between perceived behaviour control and entrepreneurial intention is not statistically significant ($t = -0.623$, $p = 0.534$).
9. Subjective norms and entrepreneurial inclination have a statistically significant negative connection ($t = -3.339$, $p = 0.001$).
10. Education for Entrepreneurship – Intention for Entrepreneurship: The correlation between entrepreneurial education and intention is statistically significant negative ($t = -4.126$, $p = 0.000$).
11. that the highest mean score 3.73 of I am ready to be an entrepreneur, and the lowest mean score 3.58 of I will make every effort to start and run my own firm. And the highest mean score 1.32 I am ready to be an entrepreneur, and the lowest value of .987 I have the firm intention to start a firm someday.

SUGGESTIONS

1. Create mentorship programmes that will pair up students with seasoned business owners. Mentors can help students develop their entrepreneurial abilities and mindset by offering direction, sharing experiences, and giving insightful advice.
2. Establish or provide assistance for on-campus startup accelerators and startups. For students interested in entrepreneurship, these settings offer tools, networking opportunities, and helpful support.
3. Organise competitions for entrepreneurs that push students to create and present company concepts. These contests give participants a forum for their ideas as well as insightful criticism from knowledgeable judges.
4. Educate them on startup funding options and financial knowledge. Students' confidence in pursuing their entrepreneurial ideas can be increased by understanding the financial sides of entrepreneurship and knowing how to acquire finance.
5. Place a strong emphasis on developing soft skills like resilience, communication, and problem-solving. These abilities are essential for entrepreneurs to develop connections, overcome obstacles, and adjust to shifting business conditions.

CONCLUSION

To conclude that encouraging students to pursue entrepreneurial intentions requires an integrated approach that includes specialized training courses, mentorship programmes, and supportive settings. A well-rounded entrepreneurship education includes addressing diversity, incorporating real-world experiences into the curriculum, and exposing students to successful business owners. To better equip students for the difficulties ahead, financial literacy training,

soft skill development, and a shift in culture to value entrepreneurship are all recommended. Institutions may cultivate an environment that is favourable to innovation and the development of a resilient and driven generation of entrepreneurs by providing flexibility in academic structures and aligning policies to promote entrepreneurial activities. Ongoing feedback systems guarantee flexibility, making educational initiatives sensitive to changing demands and goals of prospective student entrepreneurs.

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