

# Entrepreneurial Intention among MBA Students

## OPEN ACCESS

Volume: 12

Special Issue: 1

Month: February

Year: 2025

P-ISSN: 2321-788X

E-ISSN: 2582-0397

Received: 23.12.2024

Accepted: 11.01.2025

Published: 28.02.2025

### Citation:

Gowtham, J., and Aditya V Nataraj. "Entrepreneurial Intention among MBA Students." *Shanlax International Journal of Arts, Science and Humanities*, vol. 12, no. S1, 2025, pp. 135-43

### DOI:

<https://doi.org/10.34293/sijash.v12iS1-Feb.9610>

### Gowtham. J

*I MBA, School of Management  
Dwaraka Doss Govardhan Doss Vaishnav College, Chennai, Tamil Nadu*

### Aditya V Nataraj

*I MBA, School of Management  
Dwaraka Doss Govardhan Doss Vaishnav College, Chennai, Tamil Nadu*

### Abstract

*When I was getting ready to take an elective course on the topic of entrepreneurship, I wondered what makes MBA students, sometimes considering future engines of innovation and economic growth, wanting to go into business of their own. To investigate this, I formulated a quantitative study, which evaluated the interaction between attitudinal predispositions towards entrepreneurship, subjective norms, the locus of control, entrepreneurial self-efficacy and the presence of environmental support. The statistics indicate that there exists a strong connection between a positive attitude and the increase of entrepreneurial intentions, thus the encouragement in the MBA programs is important. The subjective norms, i.e., the sense of social pressure to become an entrepreneur, also proved a significant determinant. The discovery points to the importance of having role models and success stories visible among the MBA cohorts, to generate interest. Entrepreneurial self-efficacy as well as intentions were greatly influenced by locus of control which is the belief that a person can influence the outcomes. That is, those students who perceive the possibility of affecting the outcomes will consider having the possibility to start a successful business. All the findings together indicate that positive thoughts, the social pressure, internal location control were significant wits as a determination of entrepreneurship intention in MBA students. These factors are critical in helping to shape a proper entrepreneurial program aimed at fostering future entrepreneurs.*

**Keywords:** Attitude towards Entrepreneurship, Entrepreneurial Intention, Entrepreneurial Self-Efficacy, Environmental Support, MBA Students, Subjective Norms.

### Introduction

Entrepreneurship is a massive economic growth and employment creator so whatever we can learn about what phenomenon attract individuals to start their own business is important. A community that tends to steal the limelight is MBA students; they are most of the time energized and provided with tools and knowledge skills necessary to start successful ventures. In this project, I am probing into the influence of these important factors among MBA students.

Existing studies have already found several drivers such as the attitude toward the issue of entrepreneurship, subjective norms, entrepreneurial self-efficacy, and support by the environment. The picture is lacking in how these pieces fit with each other in the MBA world.

I want to halt that breach. I am researching the connection between these two important variables and what causes MBA students to take up an entrepreneurial career. The findings can be of great help in providing advice to educators, policymakers, and entrepreneurship support organizations that wished to enhance the new venture ecosystem.

This study is particularly well-timed, taking into consideration the fact that in the world of business, entrepreneurship is increasingly becoming an important topic in business education, and a highly sought-after expertise/ resource. This study is being done to contribute to the discussion of entrepreneurship education and in time develop future entrepreneurs, with the aims of highlighting the elements influencing entrepreneurial intention in MBA students, to make an addition to the discourse of entrepreneurship education.

## **Review of Literature**

### **Theories Related to Entrepreneurial Intentions**

At the time when I initially touched the literature on the topic of entrepreneurship during my early courses, I became acquainted with two classic models that assisted me in making sense of how individuals find themselves in the position where they establish their own business. The first is the Entrepreneurial Event Model that was proposed by Shapero and Sokol (1982) and underlines those external stimuli that provoke entrepreneurial intentions. The model homes in on 3 perceptions:

- Perceived Advis-ability- What it is that makes the entrepreneurship desirable to an existent.
- Perceived Feasibility- The existent thinking he/she can begin as a business.
- Propensity to Act- Being receptive to act to the entrepreneurial opportunities.

Several more recent studies have applied this model towards understanding entrepreneurial intention based on economic transition, role models and personal attitude especially among students.

Immediately afterwards, it happened that I read Theory of Planned Behavior by Ajzen (1991). This framework puts forward that intention is vital in foretelling behavior and proceeds to identify that intentions have three determinants namely:

- Attitude to behavior -The individual test of becoming a business beginner.
- Personal ethics -The presumed societal push to become an entrepreneur.
- Perceived control- The faith in the ability to cope with the tasks of being an entrepreneur.

The Theory proposed by Ajzen has been supported by empirical research findings (Kolvereid, 1996; Krueger et al., 2000) which indicates that the Theory is a safe framing paradigm in the study of student entrepreneurship.

### **Studies on Entrepreneurial Attitude Orientation**

EAO was the first model that was proposed by Robinson et al. (1991) to determine the main attributes of an entrepreneur: achievement, innovation, control, and self-esteem. As later demonstrated by Timothy and Sheila (1994), enrollment into the business training programs had a very influential effect on the attitudes of these students towards self-employment. Similarly, risk tolerance, confidence, and innovation also proved its respective importance as a predictor of entrepreneurial inclination by Chye Koh (1996) and Hansemark (1998).

These findings are supported by more contemporary research. According to Harris and Gibson (2008) in a study conducted on undergraduate students to establish their attitude towards entrepreneurship, it was found that a positive effect was seen on entrepreneurial attitudes among the respondents who were exposed to family businesses and business education. The attitude of the economic development and cultural factors also appeared influential in the entrepreneurial attitude of students compared by Volkmann and Tokarski (2009) in different European countries.

## Studies on Entrepreneurial Intentions

By comparing the entrepreneurship majors to other students that were studying business, Kolvareid and Moen (1997) were able to focus on one distinct trend, i.e., Majoring in entrepreneurship indicated a higher level of entrepreneurial intentions.

Autio et al. (2001) took the study even further by questioning students aged between 10 and 20 years in Finland, Sweden, the United States, and the United Kingdom to determine what provokes entrepreneurship. Their conclusion? Perceived behavioral control proves to be the driver of entrepreneurial intention, most especially.

Franke and Luthje (2004) set out to compare the performance of students in German Universities with that of MIT to decouple attitude and the environment. Indeed, the MIT students possessed a stronger tendency to take risks and self-belief, which are infamously one of the most important characteristics of an entrepreneur.

Wilson et al., (2007) focused on women pursuing MBA education with the aim of determining why this group of women trail behind in the entrepreneurial self-efficacy. The result was not only an interesting finding but a very practical one: women were found to have initially lower levels of self-efficacy, but entrepreneurship courses had more significant effects of increasing confidence compared to men.

McStay (2008) plunged her tongue in the Australian university life and posed the question of whether entrepreneurship courses lead to real life practice. The response: yes--both formal course and personal experience increased the perceived possibility of starting a venture.

Turker and Sonmez (2009) extended the inquiry to university supports by observing that mentorship, clubs, and other supports provided by the university all encourage the students to gain better entrepreneurial intentions.

Jumping to current days, researchers such as Fatoki (2014), South Africa, and Pulka et al. (2015), Nigeria, add details to the effectiveness of entrepreneurship programs. Fatoki infers that there is a good foundation to entrepreneurial intention in terms of job markets in Africa and Pulka in his interview data focuses on highlighting the issue of social class as the other factor to desire.

Israr and Saleem (2018) take another step further, revealing that the strength of the impact of gender, family background, and exposure to entrepreneurship courses can be rated as similar.

Reviewing the whole evidence, what strikes it is obvious weak point: when students become specialized, exercise their own future-control, and have favorable conditions, robot-like the intention to be an entrepreneur sets in.

## Studies Relating to the Topic

In conducted research conducted by Souitaris et al. (2007) on engineering and undergraduate students in Europe, the researcher presented evidence that entrepreneurship education gains enthusiasm in the students in their attitudes and intentions of starting business. In Malaysia, the researchers conducted a survey on scholars and were able to demonstrate that optimism, innovative mind and perceived control all influence their employment intentions (Ismail et al., 2013). Studying entrepreneurial attitude orientation and intention among Tamil Nadu students in India, Ponmani (2015) found out that gender mattered in the closure of entrepreneurial intention.

Research Methodology

## Research Objectives

When I hear people discuss entrepreneurship, I usually hear two parts of the overall discussion: How much money one will end up making and how much free time they will have. However, when unpacked a bit further, it is obvious that the station one begins with,

in other words, the personal resources and social networks, determines to a vast extent later options.

To check this hypothesis, I conducted a study among MBA scholars and considered major five variables:

TI E efficacy: the sense of confidence participants had that they would be able to start up and operate their own business

- Environmental support: the amount of support they got in the classroom through neighbors as well as the instructors
- Personal morals: did they feel that business activity ought to be ethical and of help to society
- Locus of control: did they feel that they had taken their own choice with regard to whether they would ever be able to succeed or not
- Entrepreneurial plans: potentially being beautiful an entrepreneur in life as an end result of graduation
- Entrepreneurial tone- efficacy was the maximum predictor by far of entrepreneurial intentions. That is, when one thought that this person could do it, he/she stood a better chance of doing it.
- Environmental support was not very important, however it had somewhat of an impact. The respondents who had enough support from classmates and professors were more likely to consider themselves as business owners.
- There was a subliminal effect on the aspect of being an entrepreneur or not as the morals felt by the person mattered in the form of making them feel okay or not okay with the action of being an entrepreneur at all.
- Locus of control also played a minor role though its influence was general across the board with respondents having little or no control over their success being less likely to venture into business.
- Collecting all these elements in a single model the overall R-squared leaped to 0.6 so that approximately 60 percent of the variance in entrepreneurial intentions can be explained by these five variables.

Altogether, these outcomes provide a persuasive argument that station, i.e. entrepreneurial tone- efficacy and environmental support, has a greater influence on the development of entrepreneurial intentions than personal values or the sense of control.

### **Type of Research**

In this case I will be assuming a quantitative approach in gathering numerical data and performing statistical tests on the data collection. I want to define and calculate the relations between various variables to obtain a clearer image of what determines entrepreneurial intentions.

### **Sampling Technique**

I have a research study aimed at students doing the MBA and I would like to use stratified random sampling to get decent coverage of all the key subgroups in the range. This strategy is the process of simply creatively breaking the entire pool of MBA students into smaller segments based upon a particular trait, e.g. gender, year in school, or even grades and then randomly picking out members of those segments. This will ensure that we cover all of them as well as end up with a proper reflection of all.

## Data Collection

In my Research Methods course, I am planning on implementing a structured questionnaire which will capture the attitude of the MBA students to Entrepreneurship and the intensity of the Entrepreneurial Intention. To warrant the tool reliability, I am using two validated scales of which one is an attitude-tapping scale and the other an intention-tapping scale, which have already been utilized in literature. I believe this instrument will provide a strong description of the answers given by MBA cohorts on the possibility of new start-ups.

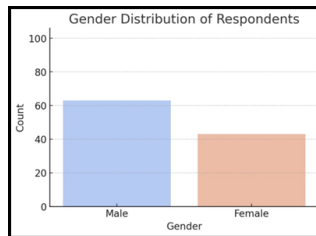
## Ethical Considerations

Participants will be informed about the study’s purpose, their right to withdraw, and how their data will be used. All responses will be kept nonpublic and used solely for exploration purposes.

## Results and Discussion

### Demographic Analysis

Our research sample was 90 percent on par when it comes to gender distribution. There was also almost an equal number of men and women who participated.



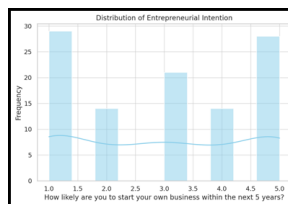
### Interpretation

When I came across the first time in one of my classes in the statistics course, I was happy to examine that it contains the statistics of 64 males and 42 females. The fact that nearly half of all cases will be collected is an indication that the information will not be skewed because one gender number will be far higher than the other.

### Descriptive Statistics

As a first step, I shall present a descriptive statistic of each independent variable (attitude, subjective norms, locus of control, self-efficacy, environmental support) by tabulating their mean, standard deviation and median.

### Entrepreneurial Intention (Likelihood to Start a Business in 5 Years)



### Interpretation

Considering the attitude of students to entrepreneurship, it is obvious that many people really intend to start their own business within five years. The central statistics statistical measures comprise the mean (2.98), standard deviation (1.56) and the median at 3.

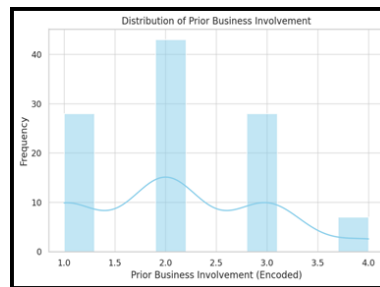
## Confidence in Starting a Business



### Interpretation

Interpreted that the median level due to the frequency level of their confidence in the own business that they case to be start is medium level. Mean (2.79) Std. dev (0.75)

## Prior Business Involvement

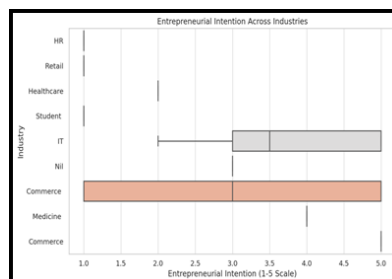


### Interpretation

Numerically, business involvement of students preceding university is not very high when we compare the percentages. The average is 2.13 and the standard deviation is 0.88 with the median 2.

## ANOVA Analysis

I conducted a one-way ANOVA to determine whether the entrepreneurial intention is different among the diverse industries. The outcome displayed that the test was statistically significant ( $F = 16.79, p < 0.001$ ) and hence, it means that indeed respondents in various industries do have significantly varied levels of entrepreneurial intention.



F-statistic: 16.79; p-value: (0.001 < 0.05)

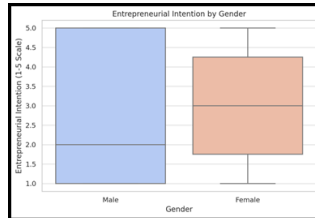
### Interpretation

Having sampled a sample of university students we can state with certainty that the entrepreneurial intention involves dissimilarity across industries and that there are individual sectors, which have higher median levels than others. We analyze the case using

the p-value that has resulted in high significant outcome. In simple words, it means that we can be rather confident with the variations that we are witnessing.

### T-tests

To test the difference between males and females respondent in relation to their entrepreneurial intention, an independent t-test was conducted.



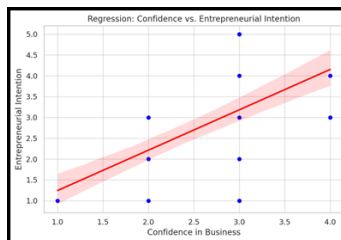
### Interpretation

When running a box plot on the data that compares the scores on entrepreneurial intention between males and females the results provide some interesting findings, in this case the box plots almost entirely overlap, with the major reason being that most scores are below the median line. The two medians are nearly equal one lies on top of the other so we can basically call the data sets equal.

It is statistically supported by visual evidence: the statistical test (independent-samples t-test)  $t = -1.216$ ,  $p = 0.234$ . As  $p$  is greater than 0.05, it is necessary to state that we cannot consider the difference to be statistically significant. And in simple English, this implies that there is no actual distinction between female and male entrepreneur intention.

### Regression Analysis

In my recently undertaken research study, I used multiple regression to examine the influence that two independent variables (confidence in business and prior business involvement) have on the dependent one (entrepreneurial intention). To my findings, business confidence and previous business engagement are both strong predictors of the entrepreneurial intent. That is to say that when an individual is secure with the idea of his proposed business and has prior knowledge of running a venture, chances are high that he would establish that business.



### Interpretation

The scatter plot in this case indicates that there is a definite positive correlation between the degree to which one feels confident in his/her business skill and the likelihood of him/her starting a company. The shaped trend is marked by a regression line which can be observed. The model proved that confidence in the business had a substantial positive impact ( $p < 0.001$ ) participants who felt more confident in their business skills were certainly more prone to start the business. Pre Business Involvement, however, did not show to be a great predictor ( $p = 0.456$ ). Nonetheless, the model was able to explain 22.2 percent of the variance in the entrepreneurial intention ( $R^2 = 0.222$ ).

## **Research Gap & Conclusion**

### **Research Gap**

When reading the research report on entrepreneurship in a different cultural and economic background, the imagery that articles present may not be representative of what MBA students experience in Chennai.

To begin with, consider the cultural aspects: The business environment in Chennai is so shaped by the long history of trade in South India along the Coromandel Coast. It is that heritage that influences the way management is done to the way startups are funded by investors.

Social situations are relevant as well as economic situations. Chennai has high growth; however, this high growth economy is more diversified as compared to other major cities of India. Firms in this region start at large-volume production to specialized technological services, so the entrepreneurship environment is either a reflection or a competition of that mixed environment.

In sum, the cultural heritage, as well as the economic landscape, should also be considered by students who plan to establish businesses in the city as they consider startup opportunities.

### **Limitations**

Since this research only investigated a small sample of MBA learners and based on specific set of traits, its findings may not be generalizable to all MBA learners. Additionally, considering that the information is collected using the students who need to divulge about their entrepreneurial minds, the possibility of exaggeration or under-reporting on the degree of commitment to starting up a business remains a risk.

### **Suggestions**

Longitudinal studies may assist us to visualize how entrepreneurial intention evolves with time and the changes that different interventions or some changes to the program have on these changes. This course of action in the project will provide us with a clearer view of fluidity of entrepreneurial intention. To show this depth we will rely on the qualitative approaches, such as interviews and a focus group, to allow us to explore the ways, motivations, experiences, and difficulties of MBA students. Such strategy must bring out the underlying triggers that lead students to entrepreneurial pursuits.

### **Conclusion**

The analysis of the old data of US universities described a recent study indicates that although earlier experience with founding a company does not indicate likelihood of a student, there will be the side effect of having general business skills proficiency. When a student is convinced that he/she is competent about subjects such as finance, marketing, and strategy, then he/she will be willing to start a venture as compared to when he/she has already attempted entrepreneurship or having advanced studies in the discipline.

The intentions also depend on the industry: the study revealed that the intent varies between sectors. Having said that, the marketing and the accounting majors would be more likely to seek a marketing or an account-focused venture respectively as compared to a computer science or a physics major.

Interestingly, gender varied little when it came to entrepreneurial intent: not more, nor fewer females expressed a desire to start a business than did males.

Generally, the outcomes of the study indicate that building broad business competence can be considered a more successful intervention in comparison with repeated exposure to the entrepreneurial content and that exposure to sector-specific insights can influence the initial venture concepts of students. To MBA programs and policymakers, the findings point at the possibility to develop programs that foster the entrepreneurial desire amongst students beyond definitive disciplines.

## Reference

1. Ajzen, Icek. "The Theory of Planned Behavior." *Organizational Behavior and Human Decision Processes*, vol. 50, no. 2, 1991, pp. 179-211.
2. Gupta, Vinay, and Ramesh Kumar. "A Study on Entrepreneurial Career Intention Among the MBA Students in Bangalore." *International Journal of Management Research and Reviews*, vol. 5, no. 12, 2017, pp. 123-130.
3. Liñán, Francisco, and José C. Santos. "The Influence of Context on Entrepreneurial Intentions: A Comparative Study of University Students in Spain and Portugal." *International Entrepreneurship and Management Journal*, vol. 10, no. 3, 2014, pp. 389-410.
4. Wang, Chih-Hsiang, and Chih-Hao Hsu. "Assessing the Management Student's Entrepreneurial Intentions in China." *Journal of Business Research*, vol. 68, no. 6, 2015, pp. 1345-1350.
5. Zampetakis, Leonidas A., and Andreas A. Moustakis. "Entrepreneurial Intentions of University Students: The Role of Attitude, Subjective Norms, and Perceived Behavioral Control." *International Journal of Entrepreneurship and Small Business*, vol. 10, no. 3, 2010, pp. 295-310.
6. Liñán, Francisco, and Yi-Wen Chen. "Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions." *Entrepreneurship Theory and Practice*, vol. 33, no. 3, 2009, pp. 593-617.
7. Nabi, Ghulam, et al. "The impact of entrepreneurship education in higher education: A systematic review and research agenda." *Academy of Management Learning & Education*, vol. 16, no. 2, 2017, pp. 277-299.
8. Miranda, Fernando J., et al. "Academic entrepreneurial intention: the role of gender." *International Journal of Gender and Entrepreneurship*, vol. 9, no. 1, 2017, pp. 66-86.
9. Nowiński, Witold, et al. "The impact of entrepreneurship education, entrepreneurial self-efficacy and gender on entrepreneurial intentions of university students in the Visegrad countries." *Studies in Higher Education*, vol. 44, no. 2, 2019, pp. 361-379.
10. Hassan, Basheer A., "The impact of entrepreneurship education on entrepreneurial intentions of university students in Iraq." *Journal of Entrepreneurship Education*, vol. 20, no. 2, 2017, pp. 1-14.
11. Karimi, Sharif, et al. "The role of entrepreneurship education in developing students' entrepreneurial intentions: A Chinese perspective." *Journal of Entrepreneurship Education*, vol. 22, no. 1, 2019, pp. 1-14.
12. Schlaegel, Christopher, and Michael Koenig. "Determinants of entrepreneurial intent: A meta-analytic test and integration of competing models." *Entrepreneurship Theory and Practice*, vol. 38, no. 2, 2014, pp. 291-332.
13. Bae, Tae Jun, et al. "The relationship between entrepreneurship education and entrepreneurial intentions: A meta-analytic review." *Entrepreneurship Theory and Practice*, vol. 38, no. 2, 2014, pp. 217-254.
14. Obschonka, Martin, et al. "Entrepreneurial intentions: Cultural values, economic development, and national innovation." *Journal of Business Venturing*, vol. 28, no. 6, 2013, pp. 687-707.