

Influence of Perceived Desirability Dimensions on Entrepreneurial Intentions



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Abstract: *website. India, the second largest in youth population is burgeoning in terms of labor market. It is highly predominant to examine the factors influencing the perceived desirability dimensions on entrepreneurial intentions. Hence it is vital to forestall the importance and scope of entrepreneurship. Thus this study focuses to examine and evaluate the entrepreneurial intentions among the students by administering 650 primary samples. This study examines the influence of perceived desirability dimensions on the Entrepreneurial intention among the students and also to find the subjective dimensions' influence on Entrepreneurial intention. Linear regression analysis and convergent and discriminant validity analysis are used. The demographic and personal factors study led to results were the students of higher age group have shown high level of entrepreneurial intention than other age group. The result shows that motivation, role model, attitude, education and age of students have the direct effect on feasibility and desirability.*

Index Terms: *Attitude, Demographic Factors, Entrepreneurial Intention, Learning, Motivation, Resource Utilization.*

I. INTRODUCTION

Entrepreneurial intentions are aimed at creating a new venture or creating new values in existing ventures. Entrepreneurial intention acts as a link between the entrepreneur as an individual and the context with in which a venture is created. Entrepreneurship is not a process that happens by accident but an intentional creation or transformation for the purpose of creating or adding value through the organization of resources.

There are basically two broad determinants of entrepreneurial intention where the first one is the individuals with certain characteristics, abilities and percepts and secondly who find themselves in a context conducive to venturing.

Entrepreneurs distinguish themselves from others by intentionally linking and organizing their own and other resources to build a firm which adds value. Behavior intentions have been studied by psychologists for

generations.

However, a lot of research is still needed for better understanding of the factors affecting entrepreneurial intention. Demographic, personal and educational institutional factors are a powerful influence on the students' decisions to start a business and thereby on the entrepreneurial intention.

II. OBJECTIVES OF THE STUDY

The following objectives are realized as important aspect to study entrepreneurial intention. To assess the influence of demographic and personal aspects on entrepreneurial intention which has proved to be the framework in the previous studies in the developed countries based on the review of literature.

1. To examine and analyze the influence of perceived desirability dimensions on the Entrepreneurial intention among the students.
2. To find the subjective normative role models influence on Entrepreneurial intention.

III. LIMITATIONS OF STUDY

The focus of present study is on personal, institutional, role models and situational dimensions on entrepreneurial intention. However, sociological factors, cultural factors may have impact on the entrepreneurial intention among the students. The study is conducted in Chennai city and suburbs and may not be generalized for India as the entrepreneurial ecosystem differs from region to region. Variables considered can be applied universally and may be adopted for further research.

IV. RESEARCH METHODOLOGY

A. SELECTION OF STUDY AREA

The area selected for study is the educational hub of India. It is the southern state of Tamilnadu which is the largest supplier of graduates in India. It has the largest number of educational institutions including colleges and Universities. The universities have played a major role in providing quality technical education to students of India and Abroad. They have been the fertile grounds for new thinking as well as suppliers of skilled manpower to the various Industries in India. Tamilnadu is a large state with as many as 31 districts. Its capital is Chennai, which when compared to other metro cities of India is traditional with cosmopolitan outlook setting in with advent of high industrial growth.

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Influence of Perceived Desirability Dimensions on Entrepreneurial Intentions

The area of study includes Chennai and its adjacent districts including Kanchipuram and Thiruvallur. These three districts together have the highest concentration of colleges and Universities.

The sample being the students, the most influential place for any student is the University which offers courses as diverse as Technology, Business, Medical and other Courses in Science and Arts.

Chennai witnesses the highest level of Entrepreneurial activities as both Government and Educational institutions undertake entrepreneurship promotion activities. These activities have evinced the interest of the students across the courses. So, it becomes an ideal place for the study to be undertaken with respect to the students' entrepreneurial intention.

B. RESEARCH DESIGN

The research design selected is cross sectional design based on descriptive methodology leading to conclusions. The present study is undertaken to test entrepreneurial intention of the students. The study collected the information through the instrument developed using the appropriate constructs.

V. SAMPLE SIZE DETERMINATION

The sample size for students in the present study is determined by using the following formula:

$$N = [t^2 \cdot p (1 - p)] / m^2$$

n = Required Sample Size
 t = Confidence Level at 95% (standard value of 1.96)
 p = Response from the Students in Pilot Study
 m = Margin of Error at 5% (standard value of 0.05)

Step - 1:

$$n = 1.96^2 \cdot 0.3 (1 - 0.3) / 0.0025 = 323$$

Step - 2:

To correct for the difference in the design, the sample size is multiplied by the design effect (D). The design effect is generally considered to be 2 for field surveys.

$$n \cdot D = 323 \cdot 2 = 646. \text{ Hence, it is rounded to 650.}$$

Hence, the sample size for the present study is 650.

I. SAMPLING PROCEDURE

Among the different districts in Tamil Nadu, the Chennai city and its suburbs including Tiruvallur and Kanchipuram district have the largest concentration of Engineering Colleges and Universities, about 27% of the entire state. The data and information have been collected from the sample size of 650 students in the final year of their course who have been active participants of the entrepreneurship programs and activities during their course of study through pre-tested, structured questionnaire by adopting purposive sampling method.

E. VALIDITY AND RELIABILITY

Validity of the instrument is ensured after extensive literature study and discussion with entrepreneurs, experts and research supervisor. Reliability is measured with help of Cronbach's alpha statistic.

In the present research, multi item scales are checked for reliability analysis with the help of SPSS Version 20. The Cronbach's alpha values range from .72 to .88 for different segments of research instrument indicating that the data is

suitable for confirmatory purpose.

F. SOURCES OF DATA

Primary data sources are used for the purpose of research. The data and information were collected from the primary source through self-administered structured pretested questionnaire. Field survey was conducted across different Universities in and around Chennai. A total of 650 questionnaires were collected and found to have data completed as per requirement

G. ANALYTICAL TOOLS ADOPTED FOR STUDY

To analyze the data collected through the instrument containing constructs with statements appropriately designed for the collection of data with objectives of the study. To get the appropriate results for the study multiple regression and structural equation modeling techniques are used to obtain appropriate inferences.

VI. V PERCEIVED DESIRABILITY DIMENSIONS

The desirability dimensions affecting the entrepreneurial intentions of students were analyzed and the results are presented.

Table 1: PERCEIVED DESIRABILITY DIMENSIONS

Perceived Desirability	Weighted Mean	F Value	Sig
I thought about starting of my own business	3.69	21.162	0.01
I am very eager to start my own business	3.91		
I am excited about starting my own business	4.01		
I am tensed if I start my own business	3.17		
I am enthusiastic if I start my own business	4.09		

Source: Primary & Computed Data

The results indicate that the students are agreed with they thought about starting of their own business, they are very eager to start their own business they are exciting about their own business and they are enthusiastic if they start their own business and they are neither agreed nor disagreed with they are tensed if they start their own business.

The F-value of 21.162 is significant at one per cent level indicating that there is a significant difference in desirability dimensions affecting the entrepreneurial intentions among the students.

G. INFLUENCE OF PERCEIVED DESIRABILITY DIMENSIONS ON ENTREPRENEURIAL INTENTIONS

In order to assess the influence of desirability dimensions on entrepreneurial intentions of students, the multiple linear regressions have employed and the results are presented in Table 2.



The results indicate that the Adjusted R² is 0.41 indicating the regression model is moderately fit and it also shows about 41.00 per cent of the variation in entrepreneurial intentions is explained by desirability variables.

Table 2: INFLUENCES OF PERCEIVED DESIRABILITY DIMENSIONS ON ENTREPRENEURIAL INTENTIONS -MULTIPLE REGRESSION

Personal Attitudes	Regression Coefficients	t-value	Sig
Intercept	6.162**	3.526	.001
Thoughtfulness (X ₁)	1.158**	2.412	.002
Eagerness (X ₂)	.354	1.244	.402
Excitement (X ₃)	1.114*	2.248	.029
Tension (X ₄)	-1.162**	2.852	.001
Enthusiastic (X ₅)	.246	0.714	.388
R ²	0.44		
Adjusted R ²	0.41		
F	1.656		0.05
N	650		

Source: Primary & Computed Data

Note: ** Significance at one per cent level
* Significance at five per cent level

The results show that thoughtfulness and excitement are positively influencing the entrepreneurial intentions of students at one per cent and five per cent levels of significance respectively. Besides, the tension is negatively influencing the entrepreneurial intentions of students at one per cent level of significance.

VII. PERCEIVED FEASIBILITY DIMENSIONS

The feasibility dimensions affecting the entrepreneurial intentions of students were analyzed and the results are presented.

Table3: PERCEIVED FEASIBILITY DIMENSIONS

Perceived Feasibility	Weighted Mean	F-Value	Sig
I am being practical when I start my own business	3.65	19.864	0.01
I feel it is hard to start my own business	3.40		
I feel the work load is high if I start my own business	3.92		
I am certain about the success of my own business	3.88		
I have enough knowledge about my own business	2.97		

Source: Primary & Computed Data

The results indicate that the students are agreed with they thought about starting of their own business, they are attractive to start their own business, they are exciting about their own business, they are enthusiastic if they start their own business, they are practical if they start their own business, they feel the work load is high if they start their own business and they are certain about the success of their own business, while they are neither agreed nor disagreed with they are tensed if they start their own business, they feel it is hard to start their own business and they have enough knowledge about their own business.

The F-value of 19.864 is significant at one per cent level indicating that there is a significant difference in desirability and feasibility dimensions affecting the entrepreneurial intentions among the students.

J INFLUENCE OF PERCEIVED FEASIBILITY DIMENSIONS ON ENTREPRENEURIAL INTENTIONS

In order to assess the influence of feasibility dimensions on entrepreneurial intentions of students, the multiple linear regressions have employed and the results are presented in Table 4. The results show that the Adjusted R² is 0.62 indicating the regression model is good fit and it also indicates about 62.00 per cent of the variation in entrepreneurial intentions is explained by feasibility variables.

Table 4: INFLUENCES OF PERCEIVED FEASIBILITY DIMENSIONS ON ENTREPRENEURIAL INTENTIONS -MULTIPLE REGRESSIONS

Desirability and Feasibility	Regression Coefficients	t-value	Sig
Intercept	9.568**	6.748	.000
Practical (X ₆)	-.124	.272	.778
Hardness (X ₇)	-.755**	4.648	.000
Workload (X ₈)	-.416**	4.412	.012
Certainty (X ₉)	.134	.424	.858
Knowledge (X ₁₀)	.346*	2.122	.024
R ²	0.66		
Adjusted R ²	0.62		
F	50.363		0.00
N	650		

Source: Primary & Computed Data

Note: ** Significance at one per cent level
* Significance at five per cent level

The results show that certainty and knowledge are positively influencing the entrepreneurial intentions, while the hardness and workload are negatively influencing the entrepreneurial intentions of students at one per level of significance. Besides, the knowledge is positively influencing the entrepreneurial intentions of students at five per cent level of significance.

K. DISCRIMINANT ANALYSIS FOR DESIRABILITY AND FEASIBILITY DIMENSIONS

In order to discriminate the students based on the desirability and feasibility dimensions, the discriminant analysis has been applied and the results are hereunder discussed.

VIII. SELECTION OF DISCRIMINATING VARIABLES

In order to determine the desirability and feasibility dimensions which significantly contribute to the differentiation of students, F test is used for Wilks' Lambda. The ANOVA results are presented in Table 5. The F test is significant for five variables of exciting, tension, enthusiastic, workload and knowledge.

Table 5: TESTS OF EQUALITY OF GROUP MEANS ESTIMATION OF DISCRIMINANT FUNCTION

Desirability and Feasibility	Wilks' Lambda	F	df1	df2	Sig.
Thoughtfulness	.996	1.279	2	647	.239
Attractiveness	.997	.842	2	647	.431
Excitement	.982	5.790	2	647	.003
Tension	.989	3.653	2	647	.026
Enthusiastic	.991	2.982	2	647	.051
Practicality	.996	1.429	2	647	.240
Hardness	.996	1.298	2	647	.274
Workload	.979	7.096	2	647	.001
Certainty	.995	1.702	2	647	.183
Knowledge	.945	18.787	2	647	.000

Source: Primary & Computed Data

In this study, the discriminant analysis is carried out for three groups of students and it results two discriminant functions and consequently first two Eigen values and the results are presented in Table 6.

Table 6 EIGEN VALUES

Function	Eigen Value	% of Variance	Cumulative %	Canonical Correlation
1	.489	88.70	88.70	.846
2	.294	11.20	100.00	.498

Source: Primary & Computed Data

The highest value (0.49) corresponds to the first discriminant function, which shows that it has the strongest power of discrimination of the two functions. Also, the first function accounts in a ratio of 88.70 per cent for the dispersion of the group means, as compared to the second function account 11.20 per cent.

The canonical correlation coefficient, measuring the relation between discriminant factorial coordinates and the grouping variable show that 71.57 i.e (0.846)² of the total variance accounts for the differences among the three groups of students through the first discriminant function.

M. STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

The standardized coefficients for the discriminant function were calculated and the results are presented in Table 7. The discriminant function coefficients are used for calculating the discriminant score for each case in particular.

Table7: STANDARDIZED CANONICAL DISCRIMINANT FUNCTION COEFFICIENTS

Source: Primary & Computed Data

Taking into the account that the first function has the highest discriminating power, the first discriminant function

Desirability and Feasibility	Function 1	Function 2
Thoughtfulness	.173	-.787
Attractiveness	-.228	.364
Excitement	.490	.471
Tension	.463	-.299
Enthusiastic	-.022	.298
Practicality	-.192	.352
Hardness	-.086	.140
Workload	.439	.058
Certainty	.120	-.132
Knowledge	.484	-.034

is:

$$Z = 0.173Z_1 - 0.228 Z_2 + 0.490 Z_3 + 0.463Z_4 - 0.022Z_5 - 0.192 Z_6 - 0.086Z_7 + 0.439Z_8 + 0.120Z_9 + 0.484 Z_{10}$$

The Z₁ to Z₁₀ are standardized X₁ to X₁₀ variables.

The size of the coefficients excitement, tension, workload and knowledge discriminate best among three groups of professional students.

N STRUCTURE MATRIX

The structure matrix coefficients are presented in Table 8. From the table, the results indicate the correlation between each predictor measures and the discriminant function.

Table 8: STRUCTURE MATRIX

Source: Primary & Computed Data

Note: * indicates largest absolute correlation between measure and discriminant function

For the first discriminant function, it can be seen that

Desirability and Feasibility	Function	
	1	2
Excitement	.426*	.007
Tension	.445*	.079
Workload	.406*	-.263
Knowledge	.487*	.105
Practicality	.182	-.149*
Certainty	.328	.654*
Attractiveness	.012	.560*
Hardness	.224	.512*
Enthusiastic	.023	.426*
Thoughtfulness	.205	.210*

correlation coefficients have high values for four measures viz., excitement, tension, workload and knowledge which means that these measures are strongly correlated with the first function. These measures would probably characterize best division of three groups of students.



For the second function, practicality, certainty, attractiveness, hardness, enthusiastic and thoughtfulness are strongly correlated. These measures would also probably characterize best division of groups of students.

O EFFICIENCY OF DISCRIMINANT FUNCTION

The efficiency of discriminate function is presented in Table 9 . Based on the discriminant function, 80.92 per cent of the measures have been correctly classified.

Table 9: EFFICIENCY OF DISCRIMINANT FUNCTION

Professional Course	Predicted Group Membership			Total
	Engineering	Management	Master of Computer Application	
Count				
Engineering	184 (80.35)	34 (14.85)	11 (4.80)	229
Management	27 (8.33)	278 (85.80)	19 (5.87)	324
Master of Computer Application	13 (13.40)	20 (20.62)	64 (65.98)	97

Source: Primary & Computed Data

Note: 80.92 % of original grouped cases correctly classified
The figures in the parentheses are per cent to total

P SUBJECTIVE NORM DIMENSION

The subjective norms affecting the entrepreneurial intentions of students were analyzed and the results are presented.

Table10: SUBJECTIVE NORM DIMENSIONS

Source: Primary and Computed Data

The results show that the students are agreed with they care what their closest family think about their employment decision, they care what people who are important to them think about their employment decision, they believe that their

Subjective Norm	Weighted Mean	F-Value	Sig
I care what my closest family think about my employment decision	3.99	24.427	0.01
I care what my closest friends think about my employment decision	3.51		
I care what people who are important to me think about my employment decision	3.66		
I believe that my closest family thinks that I should be self employed	3.70		
I believe that my closest friends think that I should be self employed	3.40		
I believe that people who are important to me think I should be self employed	3.63		

closest family thinks that they should be self-employed and

they believe that people who are important to them think they should be self-employed, while they are neither agreed nor disagreed with the care what their closest friends think about their employment decision and they believe that their closest friends think that they should be self employed

The F-value of 24.427 is significant at one per cent level indicating that there is a significant difference in subject norm dimensions affecting the entrepreneurial intentions among the students.

Q INFLUENCE OF SUBJECTIVE NORM DIMENSIONS ON ENTREPRENEURIAL INTENTIONS

In order to understand the influence of subjective norm dimensions on entrepreneurial intentions of students, the multiple linear regressions have adopted and the results are presented in Table11. The results indicate that the Adjusted R² is 0.44 indicating the regression model is moderately fit and it also indicates about 44.00 per cent of the variation in entrepreneurial intentions is explained by subjective norms variables.

Table11: INFLUENCES OF SUBJECTIVE NORM DIMENSIONS ON ENTREPRENEURIAL INTENTIONS -MULTIPLE REGRESSIONS

Subjective Norm	Regression Coefficients	t-value	Sig
Intercept	6.514**	6.881	.000
Family's Desire for Employment Decision (X ₁)	-.194	-.814	.416
Friends Desire for Employment Decision (X ₂)	.092	.400	.689
Important Peoples' Desire for Employment Decision (X ₃)	.376*	1.930	.054
Family's Desire for Self Employment (X ₄)	-.140	-.632	.528
Friend's Desire for Self Employment (X ₅)	.332**	3.376	.011
Important Peoples' Desire for Self Employment (X ₆)	.322**	3.341	.012
R ²	0.46		
Adjusted R ²	0.44		
F	3.105		0.05
N	650		

Source: Primary & Computed Data

Note: ** Significance at one per cent level

* Significance at five per cent level

The results indicate that friend's desire for self-employment and important peoples' desire for self-employment are positively influencing the entrepreneurial intentions at one per cent level of significance while the important peoples' desire for employment decision is also positively influencing the entrepreneurial intentions of students at five per level of significance.



IX. VI RESULT AND DISCUSSION

Present research studied the impact of various factors on the entrepreneurial intention among the students. The demographic and personal factors study led to results were the students of higher age group have shown high level of entrepreneurial intention than other age group. Birth order and marital status has come out as non-significant factor. Whereas education and academic performance have shown significant impact. Attitude has come out as a dominant factor directly influencing the intention along with desirability and feasibility aspects. The result shows that motivation, role model, attitude, education and age of students have the direct effect on feasibility and desirability. From the study it is clear that all the factors included for the study do not directly influence the entrepreneurial intention. Some of the factors have direct effect on the feasibility and desirability. This brings in the aspect of intervention and support system for the improvement of the feasibility and desirability aspect of entrepreneurship. To make entrepreneurship desirable it requires the change in the attitude.

X. CONCLUSION:

The study concludes that to improve entrepreneurial intention among the students the intervention measures have to be put into place especially with respect to entrepreneurial support system in the form of institutional research, support and education.

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