

**A study on the impact of Entrepreneurial characteristics on
Entrepreneurial Intention among arts and science college students in
Coimbatore city**

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ABSTRACT

Entrepreneurship can be either starting, launching, or framing a new venture or a business. The person who starts the business is termed an Entrepreneur. Entrepreneurship plays a key role in Economic growth and development. In the current scenario researchers and policymakers concentrated on Entrepreneurship as a scientific field and its direct relationship with economic growth and development. It is said to be a vital instrument for economic transformation and stimulation of global development and also a wealth generator for both individuals and the economy at large. The relevance of the students and young people in any economy cannot be underestimated since they are said to be the future and the determinant of the economic viability of a nation. Once the young people understand the importance of entrepreneurship and ready to venture into business, the unemployment rate can be reduced and the economy will experience an increase in growth. It is therefore evident that young individuals which means students who are entrepreneurs or starting a new venture for the first time after graduation constitute an exceptionally vital class for the development of entrepreneurial activities on the national economy level. This study seeks to identify and understand the impact of entrepreneurial characteristics on the entrepreneurial intention amongst the arts and science college students in the districts of Coimbatore. The entrepreneurial revolution has taken hold across the globe and has undeniably impacted the world of business. The younger generation of the 21st century is becoming the most

entrepreneurial generation since the Industrial Revolution. The impact of entrepreneurship education has been recognized as one of the crucial factors that help youths to understand and foster an attitude towards entrepreneurship. The attitude and knowledge of entrepreneurship are likely to shape their inclination to start their own business in the future. India is a well-developing country in the World even though Unemployment is the main issue faced by the Indian Economy. In India, around 7 crores of well-educated youth are still unemployed. Entrepreneurship provides a way forward for solving the issue. It enhances sustainable development, Employment creation, Generating revenue, Economic growth, and human welfare.

KEYWORDS: Entrepreneurship, Education, College, Intention.

INTRODUCTION TO THE STUDY

Entrepreneurship is considered an effective approach to overcome these problems, and it is expected that there should be at least 2% total number of entrepreneurs of the whole population (McClelland and David, 2007). To overcome and attain the amount percentage of entrepreneurial ideal and reduce the number of unemployed in Indonesia, the government implemented a policy in the field of entrepreneurship education set up from primary schools up to college, with a purpose to grow entrepreneurial intention among them which in turn can create entrepreneurs oriented creating jobs or not to look for work. The intention is an influential variable in initiating venture formation and has a substantial impact on the achievement of business (Johnmark & Munene, 2016).

The achievement of these objectives is expected to initiate new businesses from college graduates who have a spirit of entrepreneurship and entrepreneurial intentions, so the impact on the reduction of unemployment rate in Indonesia. The role of entrepreneurship education is projected to provide a theoretical foundation of entrepreneurship concepts, forming the mindset, attitude, and behavior of an entrepreneur. Entrepreneurship education is a body of knowledge that has two dimensions, venture start-ups, and venture growth as well as having its subjects the ability to create productive activities (Suryana, 2013).

The importance of entrepreneurship education at college is emphasized through a presidential speech by Joko Widodo at the Summit of Indonesia Young Entrepreneur Association in Bandung. He mentioned that as the national consciousness, Indonesia needs smart entrepreneurs and surely there must be synergy among universities (Tempo, May 23, 2016). Education course and provide learning that refers to cognitive, psychomotor, and

affective domains. The course was delivered by using multimedia and two-way teaching interaction to attract students' attention, and students' involvement in project activities, in the intention is to grow students' entrepreneurial motivation and attitudes. The implementation of the entrepreneurship learning process is also designed to develop the psychomotor domain by giving assignments to students to create innovative new products and to initiate new business activities. These activities are expected able to motivate students' entrepreneurship. The important point of entrepreneurship education is its function to facilitate in developing entrepreneurial students' character, including providing an opportunity to experiencing and practicing real contextual learning for developing their entrepreneurial capacities. The position of entrepreneurship education is central to instructional activity that influencing students to develop their capabilities through collaborative learning, emphasizing innovation, creativity, and networking. This will be beneficial for students to be able to anticipate and predict future business possibilities. It is suggested that the implementation of entrepreneurship education courses has to be delivered interactively accommodating students' involvement in the entire learning process. In addition to entrepreneurial motivation and attitude, for future research, other valuable psychological characteristics also have to be internally developed among students taking entrepreneurship education considered also contribute to the improvement of entrepreneurial intention. Such research needs to explore whether other psychological characteristics variables affect student's entrepreneurial intention.

REVIEW OF LITERATURE

Entrepreneurial motivation is the energy that encourages individuals to do activities leading to the attainment of the needs, contributing satisfaction, and reducing imbalance by opening an enterprise or a business (Zimmerer et al., 2008). It is expected that students who have obtained entrepreneurship education exhibit high motivation. Likewise, entrepreneurial attitude is an individual's readiness to respond consistently to characteristics owned by an entrepreneur (Meredith, 2005).

Students' entrepreneurial attitude can be affected by entrepreneurship education that encourages them to do something productive that was the intention following enhancement of their entrepreneurship abilities. Therefore, the entrepreneurial attitude is an essential character in influencing an individual mindset and behavior to be able to show their entrepreneurial intention. Entrepreneurial intention is a desire to do productive activities

effectively that directing individuals to utilize and implement relevant concepts of new business (Krueger et al., 2000).

Students' awareness can be influenced and developed by external factors in terms of entrepreneurship education that underlie the emergence of their entrepreneurial intentions. This perspective can be seen from the Theory of Planned Behavior as mentioned by Ajzen (2005) stating that the intention was affected by a person's behavior. The entrepreneurial intention is not inherited, but it can be trained and developed through education.

It is in line with Athayde's (2009) point of view that entrepreneurial attributes can be positively shaped by the educational programs that build students' awareness about entrepreneurship as a career option. Research on the area of entrepreneurship is essential in helping to achieve the ideals of Indonesian people to overcome the problem of unemployment with emerging new jobs and changing students' thinking from job seekers into job creators. So, it will have a positive impact on the nation and the next-generation movement. Starting entrepreneurship education is a first step for driving from within to perform self-employment by creating new businesses or new jobs. The implementation of entrepreneurship education has to incorporate: (1) content that deepening and enriching the scope of materials learned through group discussion, (2) context that emphasizing networking and learning by doing in a group setting, (3) technique that enabling students work collaboratively and creatively, and (4) individual characteristics, capabilities, and potentials as a unity (Shabani, 2013). Previous studies have been conducted by scholars in the area of entrepreneurship education. It is a study that aims to stimulating students' intentions as well as challenging students to establish new businesses as a future career choice. Research findings (Kuttim et al., 2014; Kim-Soon et al., 2016) showed that participation in entrepreneurship education has a positive effect on students' entrepreneurial intentions.

There is a significant relationship between entrepreneurial intention and entrepreneurship education (Hussain & Norashidah, 2015; Lorz, 2011; Hattab, 2015; Ibrahim et al., 2015), through students' involvement in experiential and existential lifelong learning practices (Robinson et al., 2016), and through developing the meaning of action, reflections, and experience (Hagg & Kurczewska, 2016).

Moreover, the role of entrepreneurship education delivered to students can improve their achievement orientation, personal control, and self-esteem (Basardien et al., 2016). Entrepreneurial motivation is self-encouragement as the contribution of either internal or external factors that enable to grow entrepreneurial intentions. A study conducted by

Guerrero et al. (2008) revealed that intrinsic motivation and normative environment have a positive impact on entrepreneurial intentions. Likewise, personal capacity and regulatory environment have a positive impact on the feasibility of starting new businesses.

This is relevant with the theory of planned behavior as mentioned by Ajzen (1991, 2005), where an entrepreneur is a person who is attempting with resolution and drive of his/her business to grow. An entrepreneurial attitude is considered as one of the antecedents to achieving entrepreneurial intention as supported in previous studies (Linan & Chen, 2009; Ali et al., 2011; Weerakoon & Gunatissa, 2014; Wach & Wajciechowski, 2016). Most of the previous research positioned Ajzen's Theory of Planned Behavior (TPB) as a foundation in developing a conceptual framework, and empirically the use of TPB has positive support. Likewise, previous research findings (Fitzsimmons & Douglas, 2005; Susetyo & Lestari, 2014; Asmara et al., 2016; Firmansyah et al., 2016) revealed that entrepreneurial attitude and ability of a person found to be connected with entrepreneurial intentions of the individual. Besides, cross-cultural differences were also found as a determinant of differences in entrepreneurial attitudes and intentions.

The purpose of carrying out entrepreneurship education is to increase students' entrepreneurial capacities in terms of knowledge, skills, attitude, or affection, including motivational aspects. In this research, effective entrepreneurship teaching received by students can stimulate the growth of motivation and attitude as essential learning features for accomplishing entrepreneurial assignments. This research finding supports the works of Khalili et al. (2014), Farhangmehr et al. (2016), and Jakubiak and Buchta (2016). It is also found that the higher students' entrepreneurial motivation makes it possible for them to reach the higher students' entrepreneurial attitude. This finding supports the study of Prodjosoesilo (2005), and Alain et al. (2006). Moreover, both variables, entrepreneurial motivation, and entrepreneurial attitude found to be directly influence the entrepreneurial intention. This finding supports the works of Guerrero et al. (2008), Fitzsimmons and Douglas (2005), Susetyo and Lestari (2014), Asmara et al. (2016), Firmansyah et al. (2016).

CONCLUSION

Entrepreneurship is the process of using private initiative to transform a business concept into a new venture or to grow and diversify an existing venture or enterprise with high growth potential. Entrepreneurs identify an innovation to seize an opportunity, mobilize money and

management skills, and take calculated risks to open markets for new products, processes, and services. It is abundantly clear that entrepreneurship is important for economic growth, productivity, innovation, and employment, and many countries have made entrepreneurship an explicit policy priority. As globalization reshapes the international economic landscape and technological change creates greater uncertainty in the world economy, entrepreneurship is believed to offer ways to help to meet new economic, social, and environmental challenges. Entrepreneurship has gained additional attention in the current economic crisis, as it is widely viewed as a key aspect of economic dynamism. Economic crises are historically times of industrial renewal, or creative destruction, as less efficient firms, fail while more efficient ones emerge and expand. New business models and new technologies, particularly those leading to cost reduction, often emerge in downturns.

In our perspective, the Knowledge gap should be fulfilled by the management undergraduates, because they have the tremendous business knowledge and business core competency in the fields of marketing, finance, accounting & human resource management in a systematic manner. But they have a lack of practical skills in the entrepreneurship field, due to that, most of the management undergraduates generally prefer government and private-sector jobs in the market after their graduation. And also, there are some barriers or obstacles to the management undergraduates especially in the Indian context irrespective of any district, such as lack of financial assistance, negative attitude of people towards entrepreneur as a job title, lack of creative idea, and lack of risk-taking ability. Further, management undergraduates should be motivated by a government official, non-government organizations, and financial intermediaries to give financial assistance, marketing infrastructure, other infrastructure like information technology, advising, or consultancy services to enhance the intention level towards entrepreneurship.

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