Emperor International Journal of Management

ISSN: 2583-1267 **Mayas Publication®** **www.mayas.info**

Volume-VI **Issue-III** **March 2026**

Impact on Entrepreneurial Intention among Women Students of Higher Education Institutions in Tamilnadu

J Deepa

Ph.D., Research Scholar,
P.G and Research Department of Commerce,
Sri Sankara Arts and Science College,
Enathur, Kanchipuram -631561.

Dr.R.Mayakkannan

Associate Professor and Research Supervisor
P.G and Research Department of Commerce,
Sri Sankara Arts and Science College,
Enathur, Kanchipuram -631561.

Abstract

Every civilization needs entrepreneurship since it is the engine of employment, growth, and competitiveness. Given the significance of entrepreneurial education in the modern world, this study is pertinent. Despite the dearth of conclusive scientific research on the effects of entrepreneurship education on its participating students, the number of entrepreneurship programs is rising. The majority of research focuses on the value of entrepreneurship rather than addressing the issue of the next generation of female students who will be tomorrow's driving forces and important company leaders. This study focuses on the important variables that directly influence women students' intentions to pursue entrepreneurship through educational programs, despite the growing body of literature on the subject.

Keywords: entrepreneurship intention, attitudes, perceived behavioral control and higher education

I. INTRODUCTION

Entrepreneurship education aims to enhance skills needed for starting businesses. By letting students identify and pursue business opportunities, they can learn important theories and techniques. This education helps develop attitudes and intentions to encourage students to start their own businesses. While there is

agreement that entrepreneurship can be taught, effective education models are hard to find. More attention is needed on the design, delivery, and assessment of these programs to understand their impact on entrepreneurship intentions.

Significance of the Study

This study examines the impact of entrepreneurship education on women students in higher education. Despite the rise in entrepreneurship programs, there is limited scientific analysis of their effects on students. The research aims to identify key factors that influence the entrepreneurial intentions of these future business leaders.

Research Scope

The field work for the study is limited to Chennai. This may have an impact on the overall attitude that participants bring to an entrepreneurship program, specifically for women students. The research is focused only on women students of higher learning. The strength of this study is that longitudinal aspects are accounted for by following the development of students throughout their period of study.

Objectives of the Study

1. Determine the stability of entrepreneurial intention among women students after the completion of an entrepreneurship education program.
2. Determine the strength of entrepreneurial intention at the end of an entrepreneurship education program.
3. Determine the impact of Trigger Events on the entrepreneurial intention among women students.

Limitations of the Study

This study is subject to the drawbacks of the questionnaire approach to data gathering since it was gathered using this method. The fact that the study was confined to a few Arts and Science Colleges in Chennai is another restriction. Researchers concentrate on the choice to become an entrepreneur because they understand how important entrepreneurship is to economic growth. In this regard, various hypotheses have come about in recent years. Early researchers in the area of entrepreneurship research contended that the choice to become an entrepreneur was influenced by certain individual, social, and demographic variables and discovered personality qualities of entrepreneurship. A key aspect of an entrepreneurship model as a whole is the entrepreneur's personality. The personality of entrepreneurs had a significant impact on the establishment and administration of enterprises, as it can influence one's choices. Some researchers,

though, disagreed with the trait models, claiming that entrepreneurship is a process for starting a new business and that it should be viewed through the lens of the specific actions, processes, and results, as opposed to individual traits. As a result, alternative viewpoints became the emphasis of the study. The study of entrepreneurship aims to understand the process by which the entrepreneurial choice is made. In this sense, it is logical to concentrate on entrepreneurial intention, which is the indicator of entrepreneurial activity. For this reason, entrepreneurship behaviours have lately been explained using intention-based models. Researchers believe that in order to take advantage of a business opportunity, individuals must focus on the mental processes that affect how they see their own skills, control, and goals. As a result, the entrepreneurship process is better explained by intention-based models than by conventional trait models. Only the Theory of Planned Behaviour, out of all the models of intention, considers the antecedents of entrepreneurial intent at the social level. Due to the views of important others, the model includes the component of subjective norm that represents one's attitude. This element directly affects entrepreneurial intent. Therefore, TPB gives us a more thorough framework for looking into students' entrepreneurial intent in the context of entrepreneurship training. In conclusion, the aforementioned study demonstrates that TPB is superior to other models for analyzing students' entrepreneurial intent because it offers a more comprehensive picture of the development of that intent and has been empirically supported by a broad body of evidence. Therefore, the TPB model may be used as the study's theoretical framework. The effects of entrepreneurship education on entrepreneurial goals have been examined in a number of studies cited in the literature. However, there isn't much study on entrepreneurial intent, particularly among female students at Chennai's higher education institutions. Consequently, in order to close the Research Gap, the current study seeks to identify the effect of entrepreneurship education programs on the entrepreneurial aspirations of female students attending higher education institutions in Chennai.

Methodology

This is an empirical study based on the survey method.

Sources of Data

The Secondary data was collected from relevant journals, books, magazines, records and websites. Primary data was collected from women students of higher education in the city of Chennai. The Higher Education Institutions comprises Arts and Science colleges and Engineering Colleges in Chennai.

Framework, Data Analysis and Statistical Techniques

The idea of entrepreneurial intention is utilized in this study since it is a well-validated concept that can demonstrate the effects of an entrepreneurship education curriculum. As a result, the researcher chose the best theory that answered the study questions after identifying and analysing pertinent ideas. This framework was empirically verified, providing insights into the wide range of research topics raised in this work. The statistical analysis of the questionnaire data is carried out using the computer program Statistical Package for the Social Sciences (SPSS VERSION 9. 0), which is part of the data analysis process.

Methodology

The survey method is used in this empirical investigation. Secondary data was obtained from reputable websites, magazines, journals, books, and records. Primary data was gathered from female students enrolled in higher education in Chennai. Chennai's Higher Education Institutions are made up of Arts and Science colleges. The idea of entrepreneurial intent is employed in this study because it is a well-established notion that can demonstrate the effects of an entrepreneurship education curriculum. Consequently, the researcher found and evaluated theories that were relevant to the study issues before choosing the one that best answered them. The variety of research questions raised in this study were empirically verified by this framework, which also provided some insights. The computer program Statistical Package for the Social Sciences (SPSS version 9. 0) is used to conduct statistical analyses of the survey data as part of the data analysis process. Multiple Regression Analysis and Correlation test were among the methods used. The data was gathered using the questionnaire method, and the questionnaires were handed out in person to the undergraduate students at Chennai's Arts and Science colleges. They had enough time to concentrate on providing the correct information because the survey that was handed out prior to the start of the entrepreneurship course was returned seven days later. The questionnaire's questions were written in a straightforward manner to make them clear. The survey included questions about entrepreneurship education and entrepreneurial aspirations that were answered on a five-point Likert scale. The questionnaire was again given out at the conclusion of the semester, when the students had finished their entrepreneurship course, and the filled-out questionnaire was gathered within five days of the program's conclusion. The study included undergraduate students in Chennai and those enrolled in business studies programs at arts and science institutions. The research used a longitudinal approach, with college students completing a survey both before and after participating in the entrepreneurship education curriculum. Chennai, which was formerly known as Madras until 1996, is the capital of Tamil Nadu. The city is India's fourth-largest metropolis and acts as the doorway to the culture of South India. In India's historical, cultural, and

intellectual evolution, Chennai has become a cosmopolitan metropolis with a significant role. Furthermore, the city serves as a major educational hub for the region. Several major financial, insurance, and banking firms are headquartered in Chennai, which is a significant banking hub. Numerous Indian banks, in addition, there has been a shift in Chennai with the rise of more educated women in higher education institutions, changes in identity, and changes in employment status. Therefore, this city was selected for the study, and there was no recent, exclusive study on the topic of entrepreneurship education and its effects on the entrepreneurial intent of women students at higher education institutions in Chennai. Therefore, the study's target audience is female undergraduate students enrolled in Chennai's Arts and Science institutions.

Questionnaire Development

The survey tool used in this study was created by Linan et al. (2009) in accordance with the literature analysis. This structured questionnaire uses the theory of planned behaviour to assess entrepreneurial intent. This survey's scales for the main constructs were used to assess how entrepreneurship education programs helped people develop entrepreneurial intentions.

Pilot Study

The questionnaire underwent a pilot test with a small sample size (30) of the target demographic to allow the researcher to assess its content validity and obtain data on completion time, question wording, and clarity of instructions. The data gathered was examined to see if there were any gaps in the questions' meaning. The survey was somewhat revised based on the findings, with questions that were unclear to the respondents being rephrased in a more understandable way.

Validity of the Questionnaire

The study's research tools underwent content validity and construct validity testing to guarantee their suitability. The Cronbach's Alpha method was used to determine the reliability of the questionnaire used in this study. The extent to which the measuring instrument items are homogeneous and reflect identical underlying constructs is measured by Cronbach's Alpha, which assesses the instrument's internal consistency (Cooper and Schindler, 2006). The common test for internal consistency, according to Bryman and Bell (2007), is Cronbach's Alpha, which is basically the average of all conceivable split-half reliability coefficients. In order to guarantee that the research tools were utilized correctly in the current investigation, they underwent tests for content and construct validity.

Sampling Techniques

Random and stratified sampling method was adopted to collect the primary data. The respondents for the purpose of the study were selected systematically.

Results obtained stability of entrepreneurial intention among women students

Paired T test was applied to determine the stability of entrepreneurial intention among women students after the completion of an entrepreneurship program and the following hypothesis was formulated.

Table 1
Paired t test for entrepreneurial capacity before and after entrepreneurship education program

Entrepreneurial Capacity	Test	Mean	S D.	Mean Diff.	SD Diff.	Paired T	Sig.
Opportunity Recognition	Before	2.69	1.33	-0.593	1.354	-7.653	<0.001**
	After	3.29	1.07				
Creativity	Before	2.90	1.13	-0.800	1.358	-10.287	<0.001**
	After	3.70	.990				
Problem Solving	Before	2.88	1.29	-0.636	1.306	-8.505	<0.001**
	After	3.51	1.08				
Leadership and Communication Skills	Before	2.89	1.31	-0.538	1.277	-7.353	<0.001**
	After	3.43	1.16				
New Products and Services	Before	2.58	1.15	-0.751	1.344	-9.757	<0.001**
	After	3.33	1.23				
Networking	Before	2.56	1.29	-0.682	1.581	-7.532	<0.001**
	After	3.24	1.38				

The measured entrepreneurship programs' length and increasing impact strength had no discernible correlation, as seen in the aforementioned table. Three months following the program, the subjects were interviewed to see whether the students' stamina decreased after finishing the entrepreneurship education program. Therefore, a three-level GLM repeated measure model using simple contrasts was constructed. The benefit of this straightforward contrasting approach is that it allows you to describe a reference category against which other measurement points are compared. To evaluate the strength of entrepreneurial intention, the following hypothesis was developed.

Table 2
Showing Results of GLM Repeated Measure

Particulars	ATB	SUB.NORM	PBC	EI
Pillai's Trace	0.582	0.186	3.434	3.468
3 months afterVs T Final	0.657	1.564	3.656	7.654
6 months after Vs T Final	0.096	1.342	2.121	4.444
Pillai's Trace	0.333	1.144	4.290	4.555
3 months afterVs T Start	1.545	2.333	3.890	3.422
6 months after Vs TStart	2.342	5.647	3.657	5.777

P< 0.05

The reference is T final (the conclusion of the program), and the repeated measures were compared to it. Three months after the conclusion of the program, the data reveal no noteworthy differences. But six months later, SN, PBC, and EI all saw a sharp decline in their values (all p<0. 05). In the course of six months, ATB saw little change. Nonetheless, it does so only until the saturation point, at which point entrepreneurial intention and its antecedents begin to decline once more.

Table 3
Showing the Impact of Trigger Events on Entrepreneurial Intentions

Particulars	R	R Square	Adjusted R Square	Std. Error of the Estimate
Entrepreneur(s) in the family	0.106[a]	0.011	0.008	1.017
Identification of a business idea	0.108[b]	0.012	0.005	1.019
Guest Speakers	0.146[c]	0.021	0.012	1.015
Mentor	0.347[d]	0.120	0.108	0.964
Found partner to start a business	0.349[e]	0.122	0.107	0.965
Entrepreneurial education	0.465[f]	0.216	0.200	0.913

It is obvious that all independent variables' R values are positive, suggesting a positive association between the independent variables—Entrepreneur in the family, Identification of a business idea, Guest speakers, Mentor, found partner to start a business, and Entrepreneurial education—and the dependent variable Attractiveness toward an entrepreneurial career. The degree to which each trigger event affects the appeal of an entrepreneurial career is shown by the R square values. The trigger event Entrepreneur in the family accounts for 1%

of the total variation in the dependent factor Attractiveness toward an entrepreneurial career, while the trigger event identification of a business idea accounts for 1. 2%, the trigger event Guest speakers account for 2. 1%, the trigger event Mentor accounts for 12%, the trigger event found partner to start a business account for 12. 2%, and entrepreneurial education accounts for 21. 6% of the total variation in the dependent variable.

Table 4
Showing the ANOVA results

Model		**Sum of Squares**	**Df**	**Mean Square**	**F**	**p Value**
Entrepreneur(s) in the family	Regression	3.533	1	3.533	3.414	0.066
	Residual	313.497	303	1.035		
	Total	317.030	304			
Identification of a business idea	Regression	3.672	2	1.836	1.770	0.172
	Residual	313.357	302	1.038		
	Total	317.030	304			
Guest Speakers	Regression	6.793	3	2.264	2.197	0.088
	Residual	310.237	301	1.031		
	Total	317.030	304			
Mentor	Regression	38.082	4	9.520	10.239	0.000
	Residual	278.948	300	0.930		
	Total	317.030	304			
Found partner to start a business	Regression	38.579	5	7.716	8.285	0.000
	Residual	278.450	299	0.931		
	Total	317.030	304			
Entrepreneurial education	Regression	68.451	6	11.408	13.677	0.000
	Residual	248.579	298	0.834		
	Total	317.030	304			

The outcomes clearly show that the dependent variable, Attractiveness towards an entrepreneurial career, is significantly predicted ($p < 0.05$) by trigger events, Mentor ($p=0.000$), finding a partner to start a business ($p=0.000$), and entrepreneurial education ($p=0.000$). However, the other trigger events—Entrepreneur(s) in the family ($p=0.066$), Identification of a business concept ($o=0.172$), and Guest speakers ($p=0.088$)—do not significantly forecast the dependent variable Attractiveness towards entrepreneurial career because their p values are greater than 0. 05.

Table 5

Showing Standardized Coefficients Beta

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	**Std. Error**	**Beta**		
1	(Constant)	3.881	.118		32.917	.000
	Entrepreneur Family	-.067	.036	-.106	-1.848	.066
2	(Constant)	3.897	.126		30.932	.000
	Entrepreneur Family	-.051	.057	-.080	-.886	.376
	Business Idea	-.024	.067	-.033	-.366	.714
3	(Constant)	4.003	.140		28.679	.000
	Entrepreneur Family	-.047	.057	-.074	-.822	.412
	Business Idea	.007	.069	.010	.107	.915
	Guest Speakers	-.074	.042	-.110	-1.740	.083
4	(Constant)	3.761	.139		27.047	.000
	Entrepreneur Family	-.075	.055	-.118	-1.369	.172
	Business Idea	-.049	.066	-.067	-.743	.458
	Guest Speakers	-.169	.044	-.252	-3.887	.000
	Mentor	.322	.056	.382	5.801	.000
5	(Constant)	3.731	.145		25.773	.000
	Entrepreneur family	-.086	.057	-.135	-1.512	.132
	Business Idea	-.049	.066	-.067	-.742	.458
	Guest Speakers	-.176	.044	-.262	-3.952	.000
	Mentor	.322	.056	.382	5.798	.000
	Partners Business	.039	.053	.045	.731	.466
6	(Constant)	3.633	.138		26.321	.000
	Entrepreneur Family	-.099	.054	-.155	-1.839	.067
	Business Idea	-.173	.066	-.235	-2.625	.009
	Guest Speaker	-.214	.043	-.319	-5.034	.000
	Mentor	.195	.057	.231	3.429	.001
	Partners Business	.016	.050	.019	.323	.747
	Entrepreneurial education	.320	.053	.453	5.984	.000

The degree to which the independent variables forecast the dependent

variable is indicated by the standardized coefficient Beta in the aforementioned table. The table's findings indicate that Entrepreneurial education has the greatest contribution to predicting the dependent variable of Attractiveness toward an entrepreneurial career above and beyond all other independent variables, with a Beta value of 0. 453 and a 1% level of significance (p value = 0. 000). In a similar way, with a Beta value of 0. 231 and a 1% level of significance (p value = 0. 000), the independent variable Mentor is a significant and positive predictor of the dependent variable Attractiveness toward an entrepreneurial career.

II.CONCLUSION

The goal of the study was to determine how entrepreneurship education affected the entrepreneurial intentions of female students at Chennai's higher education institutions. Entrepreneurship education was shown to have a favorable correlation with entrepreneurial intention, supporting the significance of entrepreneurial education in fostering entrepreneurial intent.

III. REFERENCES

1. Ajzen, I. (1991). The theory of planned behavior. Organizational Behavior and Human Decision Processes, 50, 179-211.
2. Bird, B. (1988). Implementing Entrepreneurial Idea: The Case for Intention. Academy of Management Review, 13(3), 442-453.
3. Bruyat, C., & Julien, P.-A. 2001. Defining the field of research in entrepreneurship. Journal of Business Venturing, 16(2): 165.
4. Busenitz, L. W., West Iii, G. P., Shepherd, D., Nelson, T., Chandler, G. N., &Zacharias, A. 2003.Entrepreneurship Research in Emergence: Past Trends and Future Directions. Journal of Management, 29(3): 285-308.
5. Elfving, J., Brännback, M., & Carsrud, A. (2009). Toward A Contextual Model of entrepreneurial Intentions. International Studies in Entrepreneurship, 24, Part 1, 23 – 33.
6. Frazier, B. J., & Niehm, L. S. (2006). Predicting the entrepreneurial intentions of non-business majors: A Preliminary Investigation. Paper presented at the USASBE/SBI Conference, Tucson, AZ,January 14-17.
7. Leong, C. K. (2008). Entrepreneurial Intention: An Empirical Study Among Open University Malaysia Students. Dissertation, Open University Malaysia Center for Graduate Studies.
8. Liñán, F. (2004). Intention-based models of entrepreneurship

education. Piccolla` Impresa/Small Business, 3, 11–35.

9. Liñán, F., & Chen, Y. W. (2009). Development and cross-cultural application of a specific instrument to measure entrepreneurial intentions. Entrepreneurship Theory & Practice, 33(3), 593-617.
10. Oosterbeek, H., Praag, M. V., & Ijsselstein, A. (2010). The impact of entrepreneurship education on entrepreneurship skills and motivation. European Economic Review, 54(3), 442–454.
11. Peterman. N. E., & Kennedy. J. (2003). Enterprise Education: Influencing Students "Perceptions of Entrepreneurship. Entrepreneurship: Theory and Practice, 28(2), 129-144.
12. Scholten, V., Kemp, Ro., & Omta, O. (2004). Entrepreneurship for life: The entrepreneurial intention among academics in the life sciences. Paper presented at the European Summer University Conference 2004, Enschede, Netherlands.
13. Junaid .K.C, Divya .N.V Mohamed Riyas Kozhikkattil (2019) Employee to Entrepreneur Transition Trends and Financing of SMEs in Indian Tourism Industry, Emperor Journal of Economics and Social Science Research [EJESSR] - ISSN No. 2581-8643 (O) Volume - I Issue - 4 April – 2019; DOI - http://doi.org/10.35338/EJESSR.2019.1401
14. K. A. Dharshini Dr. S. Muthulekshmi (2019) A Study on the Development of Micro-Entrepreneurs Through Growth Strategy in Digital ERA in reference with Nagercoil Town; Emperor Journal of Economics and Social Science Research [EJESSR]-ISSNNo.2581-8643
    Volume - I Issue - 6 June – 2019 DOI - http://doi.org/10.35338/EJESSR.2019.1603
15. M. R. Prema (2019) An Overview of Green Entrepreneurs in Kanyakumari District; Emperor Journal of Economics and Social Science Research [EJESSR]-ISSNNo.2581-8643 Volume - I Issue - 6 June – 2019; DOI - http://doi.org/10.35338/EJESSR.2019.1605