

# Entrepreneurial Intentions among Graduates- A Comparative Study between Arts and Science Graduates

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**Abstract** - Entrepreneurship has been considered as one of the most important sources for economic growth and development at every level, generating employment, fostering creativity, and innovation that leads to socio-economic welfare in the economy. Entrepreneurial intentions are the ambition to own a business or become self-employed. The objective of the study was to measure the entrepreneurial intentions among arts and science group students in the Kadapa district. 120 students covering both groups were approached and distributed the structured questionnaire by applying the Stratified random sampling technique. The questionnaire consists of entrepreneurial attitude, intention, perceived support, and perceived barriers as entrepreneurial intention measuring factors. Data were analyzed using reliability, paired sample t-test, and descriptive analysis with the help of SPSS 26. The study results revealed that out of dimensions of entrepreneurial intentions like attitude, intent, and perceived support was observed to be more among arts group students than science groups students. Perceived barriers were similar in both groups.

**keywords** - entrepreneurial intention, attitude, arts and science, comparison, graduates

## I. INTRODUCTION

Entrepreneurship plays a crucial role in the growth and development of the economy and it is a key contributor to innovativeness and product improvement. As change agents, they initiate economic activity by taking initiatives through business ventures. Most of the developing countries, consider entrepreneurship as an engine of economic growth, job creation, and social adjustment. The role of entrepreneurs is of fundamental importance to a country like India, where the twin problems of poverty and unemployment coexist. Fostering entrepreneurship has become a topic of the highest priority in public policy since well-educated entrepreneurs are of paramount importance.

Portals of higher education are the centers where new products and processes consolidate the foundation for the new enterprises. More specifically, college students are the most promising sources of entrepreneurship. Because attitude and intention are precursors of entrepreneurial action, an understanding of the attitude and the factors influencing the attitude, is a critical step in promoting greater entrepreneurial initiative (Ponmani R and Annapoorani R, 2015). Hence the present study is taken up to measure the entrepreneurial attitude, intentions and barriers among the students belonging to arts and science groups disciplines in Kadapa district.

## II. LITERATURE REVIEW

In the entrepreneurship literature, many studies have focused on intentions (Bird, 1988; Krueger, Reilly, and Carsrud, 2000). Intentions have been proved to be the best predictors of individual behaviors when the behavior is rare, hard to observe or involves unpredictable time lags (Krueger and Brazeal, 1994).

Bird (1988) explored two distinct dimensions such as individual variables and contextual variables which are causing to form entrepreneurial intentions. The individual variables include personality, motivation and, pre-experience while contextual variables consist of social and economic environment. Zhao, Seibert, and Hills (2005) show that psychological characteristics together with developed skills and abilities influence entrepreneurial intentions. Regarding the contextual variables, other authors demonstrate that environmental influences and environmental support have an impact on entrepreneurial intentions.

Many models exist to measure the entrepreneurial intentions among the individuals in psychological approach. First model Shaperos model (1982) was proposed by Shapero and Sokol, (1982) with support of entrepreneurial event theory. Desirability (derived from social system and value system) and feasibility (financial support) were strongly influencing the intentions of the upcoming entrepreneurs. This model was popularly applied in many studies conducted by Krueger et al. (2000), Peterman and Kennedy (2003).

Later, Ajzens model (1991) which was developed by Ajzen with the support of the theory of planned behavior. This model tried to explore the impact of social and cultural factors on the behavior of entrepreneurs. The entrepreneurial intentions were

measured in three factors like 1) the attitude towards entrepreneurship, 2) the subjective norms, and 3) perceived control over the firm-creation behavior. Also, this model was adopted by several authors in their studies (Kolvereid, 1996a; Kolvereid, 1996b; Tkachev and Kolvereid, 1999; Krueger et al., 2000; Engle et al., 2010).

Also, Krueger (2000) considered that demographic variables operate indirectly on intentions, only if they change the decision-maker’s attitudes. Consequently, for this author some models did not include these types of variables. For other authors (Gnyawali and Fogel, 1994; Davidsson and Henkson, 2002) these models disregard some combinations of environmental factors relevant in entrepreneurship, such as legal, institutional and socioeconomic conditions, entrepreneurial and business skills, financial or non-financial assistance.

Consequently Liñán (2004), supported on Ajzen’s model (1991) proposed an entrepreneurial intentional model in order to understand the influence of social and skills perceptions in determining entrepreneurial intentions. Also according with this author the decision of creating an enterprise depends on three motivational factors: 1) the personal preference of the entrepreneur or its attraction towards entrepreneurship (that means the positive or negative personal valuation about being an entrepreneur), 2) the perceived behavioral control of the entrepreneur (that means the perceived acceptance or difficulty of becoming an entrepreneur), and 3) the perceived subjective norms of the entrepreneur (that means the perceived social pressure from family, friends or other “relevant people” and their perception concern the approve or not approve of the decision to become an entrepreneur).

Farrukh, M., Alzubi, Y., Shahzad, I.A., Waheed, A. and Kanwal, N. (2018), aimed to inculcate personality traits in theory of planned behaviour (TPB) and analyze mediation of perceived behavior control (PBC) and attitude toward entrepreneurship. Data were collected with the help of a structured questionnaire from students at four universities located in capital city of Pakistan. SmartPLS has been used to run structural equation modeling technique. Findings of PLS analysis revealed that the relationship between entrepreneurial intentions (EI) and personality traits was mediated by PBC and attitude toward entrepreneurship.

Over the last years some entrepreneurship researchers have empirically applied the Theory of Planned Behaviour to students’ entrepreneurial intentions and confirmed the theory’s predictions regarding the impact of attitude, subjective norm, and perceived behavioral control on their intentions (e.g., Kolvereid, 1996a; Krueger et al., 2000; Engle et al., 2010). The decision to become an entrepreneur involves an elaborate mental process. Understand this process during the formation of possible entrepreneurs that means during its educational process is important since entrepreneurship is actually a possible career for an increase number of students. Hence, the present study is aimed to exhibit the entrepreneurial intentions among commerce and management students and significant differences between them. Hence, the following hypotheses are formulated as

- H1: Entrepreneurial attitude differs between arts and science group respondents
- H2: Entrepreneurial intention differs between arts and science group respondents
- H3: Perceived support differs between arts and science group respondents
- H4: perceived barriers differ between arts and science group respondents

**III. METHODS AND MATERIALS**

The present study target is to highlight the differences in the entrepreneurial intentions between Arts and science students in the Kadapa district. A stratified random sampling technique has been adopted for the study to collect the data from the students belonging to different university-affiliated colleges in the YSR Kadapa district. Arts and science students are treated as stratas. Entrepreneurial Intentions Questionnaire (EIQ) with some modifications was used to collect the data. Out of 150 distributed questionnaires, A total of 120 questionnaires from student respondents, covering 60 from Arts and 60 from a science background, are found valid and suitable to perform analysis. Reliability and descriptive statistics are used for the analysis using SPSS 26.

**IV. RESULTS AND DISCUSSION**

Before proceeding to the analysis reliability analysis is carried with help Cronbach alpha using SPSS. The results of the reliability analysis are presented in table 1

Table-1

**Reliability Test Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.888	.899	20

It shows that Cronbach alpha value 0.888 is greater than 0.7 and hence, the 20 item entrepreneurial intentions model have possessing reliability.

**Differences between arts and science graduates in the Entrepreneurial attitude**

Define abbreviations and acronyms the first time they are used in the text, even after they have been defined in the abstract. Abbreviations such as IEEE and SI do not have to be defined. Do not use abbreviations in the title or heads unless they are unavoidable.

To find the differences between arts and science group graduates in the entrepreneurial attitude, descriptive statistics, and paired sample t-test has been used and the results are presented below.

Table 2  
Descriptive Analysis of Entrepreneurial attitude

Statement	Arts		Science	
	Mean	SD	Mean	SD
I can take risks with money, that is, invest, and not know the outcome	2.98	1.29	2.21	1.01
I do not fear of taking new challenges	3.35	1.32	2.63	1.2
I do not fear of taking calculated business risks	3.98	1.12	3.13	1.22
I have the skills and abilities to run a business firm	3.54	1.11	2.59	1.34
I have the entrepreneurial experience	3.44	1.89	2.01	1.26
<b>Average score</b>	<b>3.458</b>	<b>1.346</b>	<b>2.514</b>	<b>1.206</b>

Table 3  
Paired Samples Test of Entrepreneurial attitude

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Arts - Sci	.915	1.845	.092	.735	1.096	9.948	59	.000

The p-value (0.000) which is less than the critical value of 0.05 denotes that there are significant differences between arts and sciences group respondents. Table 2 depicts the entrepreneurial attitude of both science and arts graduates. The mean and standard deviations concerning sample respondents revealed that for Arts discipline respondent’s mean value (3.45) are found greater than science group respondents (2.51). in the specific item differences, all the arts groups have scored more than mean cutpoint 3.0 except risk-taking in business and investments but very close to 3.0. among the science groups, except “I do not fear of taking business risks” (3.13) all other items scored less than 3.0. hence, the formulated hypothesis H1 is supported.

**Differences between arts and science graduates in the Entrepreneurial Intention:**

To find the differences between arts and science group graduates in the entrepreneurial Intention, descriptive statistics, and paired sample t-test has been used and the results are presented below.

Table 4  
Descriptive Analysis of Entrepreneurial Intent

Statement	Arts		Science	
	Mean	SD	Mean	SD
My professional goal is to become an entrepreneur	3.33	1.28	2.59	1.11
I am determined to create a firm in the future	3.26	1.27	2.64	1.21
I will make every effort to start and run my own firm	3.89	1.101	2.88	1.12
I plan to be self-employed in the foreseeable future after I leave College	3.12	1.22	2.47	1.14
A career as entrepreneur is attractive for me	3.34	1.28	2.19	1.11
<b>Average score</b>	<b>3.38</b>	<b>1.230</b>	<b>2.55</b>	<b>1.138</b>

Table 5

Paired Samples Test of Entrepreneurial Intent

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Arts - Sci	.806	1.687	.084	.641	.971	9.580	59	.000

The p value (0.000) which is less than critical value 0.05 denotes that there are significant differences between arts and sciences group respondents. Table 4 depicts entrepreneurial Intention of both science and arts graduates. The mean and standard deviations concerning to sample respondents revealed that, for Arts discipline respondent’s mean value (3.38) are found greater than science group respondents (2.54). Among the arts groups, all the items have scored more than the mean cutpoint 3.0. Among the science groups, all the items scored less than 3.0. hence, the formulated hypothesis H2 is supported. It means that there are significant differences between both arts and sciences group respondents, and arts group respondents have possessed a superior entrepreneurial intention than science group respondents.

**Differences between arts and science graduates in the Perceived support:**

To find the differences between arts and science group graduates in the Perceived support, descriptive statistics and paired sample t-test has been used and the results are presented below.

Table 6  
Descriptive Analysis of Perceived Support

Statement	Arts		Science	
	Mean	SD	Mean	SD
Educational institution’s support	3.58	1.42	2.44	1.12
Support from Govt. agencies	3.45	1.44	2.61	1.22
Support from financial institutions to finance small entrepreneurs	3.44	1.35	2.49	1.31
Support from family & friends	3.86	1.32	2.56	1.01
Social Support	3.41	1.48	2.21	1.21
<b>Average score</b>	<b>3.548</b>	<b>1.402</b>	<b>2.462</b>	<b>1.174</b>

Table 7  
Paired Samples Test of Perceived Support

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Arts - Sci	1.087	1.832	.091	.907	1.267	11.897	59	.000

The p value (0.000) which is less than critical value 0.05 denotes that there are significant differences between arts and sciences group respondents. Table 6 depicts entrepreneurial perceived support of both science and arts graduates. The mean and standard deviations concerning to sample respondents revealed that, for Arts discipline respondent’s mean value (3.54) are found greater than science group respondents (2.46). Among the arts groups, all the items have scored more than mean cutpoint 3.0. Among the science groups, all the items scored less than 3.0. hence, the formulated hypothesis H3 is supported. It means that there are significant differences between both arts and sciences group respondents, and arts group respondents have receiving support more than science group respondents.

**Differences between arts and science graduates in the Perceived barriers**

To find the differences between arts and science group graduates in the Perceived barriers, descriptive statistics and paired sample t-test has been used and the results are presented below.

Table 8  
Descriptive Analysis of Perceived barriers

Statement	Arts		Science	
	Mean	SD	Mean	Mean
Access to right Information to start and run business	3.46	1.34	3.48	1.87
Difficulty in networking with suppliers	3.44	1.33	3.44	1.98
Fear of availability of skilled manpower	3.79	1.37	3.79	1.76
Lack of organizations to assist entrepreneurs	3.38	1.39	3.38	1.98
Cost of management	3.31	1.34	3.31	1.99
<b>Average score</b>	<b>3.476</b>	<b>1.354</b>	<b>3.48</b>	<b>1.916</b>

Table 9  
Paired Samples Test of Perceived barriers

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Arts - Sci	-.015	.910	.045	-.104	.074	-.329	401	.742

The p value (0.742) which is not less than critical value 0.05 denotes that there are no significant differences between arts and sciences group respondents. Table 9 depicts entrepreneurial perceived barriers of both science and arts graduates. The mean and standard deviations concerning to sample respondents revealed that, for Arts discipline respondent’s mean value (3.47) are almost similar to science group respondents (3.48). Among the arts groups, all the items have scored more than mean cutpoint 3.0 and even Among the science groups also all the items scored more than 3.0. Hence, the formulated hypothesis H4 is not supported. It means that there are not significant differences was found both arts and sciences group respondents with respect perceived barriers, it means that all the respondents are facing similar kind of barriers in the entrepreneurship.

**V. CONCLUSION**

The study captured responses of both arts and science group discipline respondents in Kadapa district. A total of 120 responses were analyzed using SPSS. The study resulted that, all the entrepreneurial intention dimensions like entrepreneurial attitude, intentions, perceived support and barriers were compared between arts group respondents and science group respondents. Further study identified that arts group respondents were having more entrepreneurial attitude, increased intention and enlarged support than the science group respondents in the study area.

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