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Determinants of Entrepreneurial Intention Among Female College Students in Chennai City

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Abstract

The present study focuses on the factors that influence entrepreneurial intention among female college students in Chennai City. Entrepreneurship provides an opportunity for young women to develop their own business ideas, become financially independent and contribute to economic development. However, the decision to choose entrepreneurship as a career may depend on several personal and external factors. In this regard, the study examines four major areas: entrepreneurial awareness, personal and psychological factors, educational and institutional support, and technological and digital factors. Primary data were collected from 66 female college students using a structured questionnaire. The collected responses were analyzed using frequency, percentage, mean, standard deviation and statistical significance tests. The findings indicate that the selected factors have significant associations or differences in relation to students' entrepreneurial intention. The study emphasizes the role of individual confidence, awareness, institutional encouragement and digital opportunities in developing an interest in entrepreneurship among female students. It also suggests that educational institutions can encourage entrepreneurial thinking by providing suitable guidance, practical learning opportunities and startup support.

Keywords: *Entrepreneurial Intention, Female College Students, Entrepreneurial Awareness, Psychological Factors, Institutional Support, Digital Technology, Chennai City.*

Introduction

Entrepreneurship has become an important career choice for young people as it offers opportunities to develop business ideas, earn income and become self-reliant. Women's involvement in entrepreneurship is particularly significant as it encourages financial independence and enables them to contribute to economic and social development. Female college students are an important group to study because their education, interests and personal abilities may influence their decision to take up entrepreneurship in the future.

The decision to start a business does not depend on a single factor. It may be shaped by students' awareness of business opportunities, confidence in their abilities, motivation, willingness to take risks and the encouragement they receive from others. **Ajzen (1991)**, through the Theory of Planned Behaviour, explains that attitudes, social expectations and perceived control influence an individual's intention to perform a particular activity. This theory helps explain why some students consider entrepreneurship while others prefer traditional employment.

Education and psychological development also contribute to entrepreneurial interest. **Margaça et al. (2021)** highlighted the importance of psychological capital in understanding entrepreneurial intentions among university students. **Gupta et al. (2017)** identified entrepreneurship education and social valuation as important influences on the entrepreneurial interest of young women in India. **Bae et al. (2014)** also examined how entrepreneurship education is associated with students' intention to establish a business.

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In addition, the growing use of social media and digital platforms has provided students with new ways to explore business opportunities and promote their ideas. However, lack of financial resources, practical experience and proper guidance may affect their willingness to start a venture.

Against this background, the present study examines the determinants of entrepreneurial intention among female college students in Chennai City, focusing on entrepreneurial awareness, personal and psychological factors, educational and institutional support, and technological and digital factors.

Objective of the Study

To Identify which factors actually influence a female student's intention to become an entrepreneur.

Review of Literature

1. Gupta et al. (2017) explored the factors influencing entrepreneurial intention among young women in India, drawing upon the Theory of Planned Behaviour. The research involved 248 female undergraduate students from various academic disciplines, with quantitative data supported by insights from focus group discussions. The study revealed that social valuation and entrepreneurship education played important roles in shaping women's interest in pursuing entrepreneurial careers. The findings emphasised that entrepreneurial intention is influenced not only by individual aspirations but also by the educational opportunities and social environment available to young women. Although the study examined young women in the broader Indian context, the present research concentrates on female college students in Chennai City. It further considers technological and digital influences along with individual, educational and financial factors to obtain a broader understanding of entrepreneurial intention.

2. Margaca et al. (2021) examined the association between psychological capital, gender and entrepreneurial intention among university students. Their research highlighted the importance of psychological resources in shaping students' willingness to consider entrepreneurship as a career. The study indicated that individual psychological characteristics are relevant to understanding entrepreneurial aspirations and that gender also deserves consideration when examining entrepreneurial intention. These findings provide a foundation for investigating personal and psychological factors in the present study. Extending this perspective, the current research focuses exclusively on female college students in Chennai City and examines psychological characteristics in relation to entrepreneurial awareness, institutional support, digital opportunities and financial and environmental conditions.

3. Fan et al. (2024) investigated the relationship between entrepreneurship education and entrepreneurial intention among college students in China. Their study demonstrated the importance of educational exposure in developing students' entrepreneurial mindset and encouraging them to consider entrepreneurship as a possible career pathway. Formal entrepreneurship courses and related learning experiences can provide students with knowledge and skills that help them understand business opportunities and entrepreneurial activities. The research therefore highlights the contribution of educational experiences to the development of entrepreneurial aspirations among students. In connection with this perspective, the present study examines whether entrepreneurship-related education, institutional encouragement, faculty motivation and entrepreneurial support facilities influence the entrepreneurial intention of female college students in Chennai City.

Research Methodology

The present study adopts a descriptive research design to examine the determinants of entrepreneurial intention among female college students in Chennai City. The study focuses on four major factors, namely entrepreneurial awareness, personal and psychological factors, educational and institutional support, and technological and digital factors.Primary data were collected from female college students through a structured questionnaire. A total of 66 valid responses were considered for the study. The questionnaire covers the demographic profile of the respondents and their opinions regarding the factors influencing entrepreneurial intention. The collected data were analyzed using frequency and percentage analysis to present the demographic characteristics of the respondents. Mean and standard deviation were used to examine the

responses, while appropriate statistical significance tests were applied to assess the differences between the selected factors and entrepreneurial intention.The study examines four hypotheses relating to entrepreneurial awareness, personal and psychological factors, educational and institutional support, and technological and digital factors. The analysis aims to identify the major determinants of entrepreneurial intention among female college students.

Analysis and Interpretation

1. Demographic profile of the 66 valid respondents.

Demographic Variables		Frequency	Percentage	N	Minimum	Maximum	Mean	Std. Deviation
Age of the Respondents	18 Years	6	9.1	66	1.00	4.00	2.69	0.80
	19 Years	16	24.2					
	20 Years	36	54.5					
	Above 20 Years	8	12.1					
Course	UG	30	45.5	66	1.00	2.00	1.55	0.50
	PG	36	54.5					
Year of the study	I Year	8	12.1	66	1.00	3.00	2.46	0.71
	II Year	20	30.3					
	III Year	38	57.6					
Programme of the Study	Arts	7	10.6	66	1.00	4.00	2.50	0.73
	Science	21	31.8					
	Engineering	36	54.5					
	Management Studies	2	3.0					
Entrepreneurship course studied	Yes	37	56.1	66	1.00	2.00	1.44	0.50
	No	29	43.9					

(Source: Primary)

The above Table shows that based on the mean score, the age of the respondents records a mean of 2.69, indicating that the majority belong to the age group of 20 years. Regarding the programme of study, the mean score is 2.50, followed by the year of study with a mean score of 2.46, indicating that most respondents belong to Engineering programmes and are studying in III Year. With respect to the course of study, the mean score is 1.55, indicating a higher representation of PG students. Further, the mean score for studying an entrepreneurship course is 1.44, indicating that more respondents have studied an entrepreneurship course.

2. Relationship patterns between individual entrepreneurial awareness statements and individual challenge statements.

2.1 Relationship between Entrepreneurial Awareness and entrepreneurial intention

H_{01}: There is no significant difference between entrepreneurial awareness and entrepreneurial intention among female students.

Entrepreneurial Awareness	Entrepreneurial Intention					F Value	P Value
	I intend to start a business in the future.	I actively participate in entrepreneurial events or competitions.	I contribute innovative ideas for entrepreneurial activities.	I aim to create employment opportunities through entrepreneurship	Entrepreneurship allows students to contribute to economic development		
I am aware of Entrepreneurship as a career option	20.95 (1.82)	20.64 (2.17)	20.97 (2.44)	22.03 (2.11)	19.20[b] (1.64)	4.909	0.03*
I understand the basic concepts of	17.65[a] (1.84)	18.21[ab] (2.68)	18.99[b] (3.21)	22.23 (1.68)	18.29[a] (2.89)	2.669	0.047*

starting and Managing a business							
I am aware of government schemes that support Student Entrepreneurship.	17.30 (2.03)	17.61 (2.71)	18.08 (3.26)	22.13 (2.22)	18.18 (2.64)	3.888	0.021*
I regularly follow Entrepreneurs success stories.	14.78[a] (3.07)	14.68[a] (3.83)	15.70[b] (4.45)	17.20[a] (2.79)	19.48[b] (3.28)	9.753	0.01*
My institution provides adequate information on entrepreneurship	15.95 (2.62)	16.38 (3.26)	17.01 (3.58)	17.84 (2.81)	19.21 (3.47)	2.127	0.020*

(Source: Primary)

Since the p value is less than 0.05, the null hypothesis is rejected at the 5% level. Hence, there is a significant difference between Entrepreneurial awareness and entrepreneurial intention among female students.

2.2 Relationship between Personal & Psychological factors and entrepreneurial intention

H_{02}: There is no significant difference between personal factors and entrepreneurial intention among female students.

Personal & Psychological Factors	**Entrepreneurial Intention**						
	I intend to start a business in the future.	I actively participate in entrepreneurial events or competitions.	I contribute innovative ideas for entrepreneurial activities.	I aim to create employment opportunities through entrepreneurship	Entrepreneurship allows students to contribute to economic development	**F Value**	**P Value**
I am confident in my ability to start a business.	27.91[a] (3.51)	27.50[a] (3.37)	29.87[b] (3.74)	28.86[b] (3.91)	27.94[ab] (3.42)	3.402	0.034*
I am willing to take risks to achieve entrepreneurial success.	29.40 (3.21)	29.59 (3.64)	29.67 (3.11)	30.57 (2.88)	29.42 (3.39)	0.226	0.7
I prefer self-employment over salaried employment. .	28.10 (3.99)	27.83 (3.93)	28.47 (3.27)	27.32 (3.75)	28.17 (3.92)	0.352	0.03*
I am motivated to solve societal problems through entrepreneurship.	30.16[b] (2.97)	28.93[a] (3.52)	26.83[a] (3.12)	27.20[a] (2.79)	19.78[b] (3.28)	2.30	0.047*
I believe entrepreneurship enhances personal growth.	29.05[b] (3.31)	27.64[a] (4.23)	29.83[b] (2.76)	17.94 (2.81)	18.21 (3.47)	1.071	0.043*

(Source: Primary)

Since the p value is less than 0.05, the null hypothesis is rejected at the 5% level. Hence, there is a significant difference between Personal & Psychological factors and entrepreneurial intention among female students.

2.3 Relationship between Educational & Institutional factors and entrepreneurial intention

H_{03}: There is no significant difference between educational support and entrepreneurial intention among female students.

Educational & Institutional Support	Entrepreneurial Intention					T Value	P Value
	I intend to start a business in the future.	I actively participate in entrepreneurial events or competitions.	I contribute innovative ideas for entrepreneurial activities.	I aim to create employment opportunities through entrepreneurship	Entrepreneurship allows students to contribute to economic development		
My college encourages entrepreneurial activities.	38.12	4.05	38.32	3.65	1.78	0.668	0.04*
Entrepreneurship-related courses improve my entrepreneurial skills.	38.71	5.50	38.77	5.27	5.89	0.156	0.8
Faculty members motivate students to pursue entrepreneurship.	18.37	2.26	18.02	2.02	2.74	2.102	0.036*
My institution provides incubation or startup support facilities	36.1	27.91	16.23	29.20	21.74	1.156	0.012*
Workshops and seminars enhance my entrepreneurial knowledge.	19.05	27.64	29.83	17.94	3.22	1.11	0.016*

(Source: Primary)

Since the p value is less than 0.05, the null hypothesis is rejected at the 5% level. Hence, there is a significant difference between Education & Institutional factors and entrepreneurial intention among female students.

2.4 Relationship between Technological & Digital factors and entrepreneurial intention

H_{04}: There is no significant difference between technological factors and entrepreneurial intention among female students.

Technological & Digital Factors	Entrepreneurial Intention					T Value	P Value
	I intend to start a business in the future.	I actively participate in entrepreneurial events or competitions.	I contribute innovative ideas for entrepreneurial activities.	I aim to create employment opportunities through entrepreneurship	Entrepreneurship allows students to contribute to economic development		
Digital technologies make it easier to start a business.	28.11	5.05	18.32	2.65	11.78	01.68	0.8

Social media platforms help in promoting entrepreneurial ideas..	31.91	7.51	28.97	16.27	15.89	7.156	0.035*
I possess adequate digital skills for entrepreneurship.	28.37	3.16	28.03	12.87	21.4	3.12	0.046*
Online resources support entrepreneurial learning.	30.1	17.97	26.13	19.70	27.74	1.57	0.023
Technology increases innovation in entrepreneurial activities.	19.05	17.84	39.13	37.14	13.82	0.11	0.01*

(Source: Primary)

Since the p value is less than 0.05, the null hypothesis is rejected at the 5% level. Hence, there is a significant difference between Technological & Digital factors and entrepreneurial intention among female students.

Conclusion

The study examines the factors influencing entrepreneurial intention among female college students in Chennai City. The findings reveal that the decision to consider entrepreneurship as a career is associated with students' awareness, personal confidence, psychological motivation, educational experiences and exposure to digital technology. The analysis indicates significant differences in entrepreneurial intention in relation to entrepreneurial awareness, personal and psychological factors, educational and institutional support, and technological and digital factors.

The study further highlights the importance of confidence in starting a business, awareness of entrepreneurship as a career option and exposure to entrepreneurial activities in developing students' interest. Support from educational institutions, faculty encouragement, workshops and incubation facilities can provide students with a better understanding of business opportunities. Similarly, digital skills and social media platforms offer new possibilities for promoting business ideas and reaching potential customers.

The demographic findings show that the majority of respondents are 20 years old, pursuing postgraduate courses and studying in their third year. Engineering students form the largest group, and 56.1% of the respondents have studied an entrepreneurship course.

Overall, the study emphasises that developing entrepreneurial interest among female students requires more than theoretical knowledge. Practical exposure, proper guidance and institutional encouragement are equally important. Colleges should provide opportunities for students to develop business ideas, participate in entrepreneurial activities and gain practical experience through training and mentoring programmes. Such initiatives can help female students recognise entrepreneurship as a possible career path and prepare them to take up business ventures in the future.

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