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DEMOGRAPHIC FACTORS AND ENTREPRENEURSHIP EDUCATION OF ENTREPRENEURIAL INTENTION AMONG UNDERGRADUATE STUDENTS OF MANIPUR

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ABSTRACT

India being the world most populous developing country needs a lot more business to maintain a healthy balance between job seekers and employers. The youths in the developing economics have higher entrepreneurial intention as compared to developed economies, so greater numbers of students in India will likely be more inclined towards starting a business. The study investigates the differences in entrepreneurial intention among undergraduate students base on their demographic factors. The study was conducted among 385 undergraduate students using primary data. The result of the Independent sample t-test and one-way ANOVA revealed that there was significant difference between gender and streams of study but could not detect any significant difference among category, place of residence and parents occupation. Further analysis of parents occupation showed that students with entrepreneurial parents show higher entrepreneurial inclination as compared to public sector, others and unemployed. The result of Multiple-regression showed that entrepreneurship course, training and knowledge have significant impact on entrepreneurial intention.

KEYWORDS: *Demographic Factors, Entrepreneurship Education, Entrepreneurial Intention, Undergraduate.*

INTRODUCTION

India being the world most populous developing country needs a lot more business to maintain a healthy balance between job seekers and employers. Entrepreneurship is regarded as one of the methods for generating money and job possibilities. In India, hundreds of students graduate each year, but only a small percentage of them have the desire to launch and manage their own businesses, maybe due to a lack of knowledge or resources. One of the factors contributing to the high unemployment rate is the desire to work for a private corporation or the government. The best long-term answer to the unemployment problem will be a shift away from relying on paid employment as a survival tactic (Israr & Saleem, 2018). Entrepreneurship does not happen overnight but emerges in the long run (shane, 2000; Franco, 2010). For an individual self-confidence and seeing entrepreneurship as a carrier choice is crucial for initiating a venture (Davidson, 1995).Entrepreneurship education is crucial in influencing students' entrepreneurial motives and intentions, which in turn helps to promote entrepreneurial activity (Ayu et al., 2020). Integrating entrepreneurship development programs into college courses and developing an appropriate university atmosphere can be crucial for raising students' awareness of and knowledge of the business world (Raposo et al., 2008). Economic management, education, and technical studies are just a few of the diverse disciplines that make up modern entrepreneurship education. The youths in the developing economics have higher entrepreneurial intention as compared to developed economies (Daweyet al.2011; Lokovela et al. 2011), so greater numbers of students in India will likely be more inclined towards starting a business. Entrepreneurship not only create jobs but also improves a country socio-economic development (Nguyen, 2018). Understanding intention offers crucial insight into the process of venture creation (Kruger and Carsrud 1993). Entrepreneurial intention refers to the extent of efforts that an individual is willing to exert in order to initiate a behavior (Ajzen, 1991). Intention based approach to entrepreneurship behavior offers testable theory driven models to measure the influence of endogenous variables (Davidson, 1995). It Act as catalyst in the relationship of endogenous factors and venture creation (Krueger and Carsrud, 1993). Therefore, the current study will examined the difference in entrepreneurial intention among undergraduate students base on their demographic factors and also analyze the effect of entrepreneurship education on entrepreneurial intention.

Theoretical Background

The research on entrepreneurial intention in respect of demographic factors have produced contradictory results. Among these factors: education, age, parents, genders and nationality play pivotal role in entrepreneurial intention (Reujil, 2013). Overall, there is a prevailing perception that women will show a diminished degree of entrepreneurial intention (Phan et al., 2002; Zhao et al., 2005; Nguyen, 2018). Some of the studies have yielded inconclusive results failing to identify statistically significant relationship between gender and entrepreneurial mindset (Shay &Terjensen, 2005; Wilson et al., 2007; Chaudhary, 2017; Georgeseu & Herman, 2020). Some studies have established empirical evidence that supports the link of age the desire to become the entrepreneur (Hatak et al., 2015; Polar et al., 2019). Whereas study conducted by Nguyen (2018) and Talas et al., (2013) showed no significant difference among age groups. In addition, the

inverse relationship between age and entrepreneurial intention have been confirm by (Hart et al., 2004; Hatak et al., 2015) which is contradicted by some studies in which older graduates have more inclination towards entrepreneurship (Katundu, 2014; Chaudhary, 2017). Childhren who had parents to look upto as mentors for entrepreneurship tend to have higher level of entrepreneurship intention (Mathews & Moser, 1995; MeEluree& Al-Riyami, 2003) which is confirm in recent study (Chaudhary, 2017; Georgescu & Herman, 2020; Polas et al., 2019). Whereas Nguyen (2018) and Mungai and Velamuri (2011), showed no significant difference among children with different parent occupation. The education level of an individual may not have significant difference influence on entrepreneurial intention (Davidson &Aonig, 2003) but specialization of students does have impact on their carreer choice, students who had entrepreneurial education tend to have higher entrepreneurial intention (Talas et al., 2013; Georgeseu & Herman, 2020).

The term entrepreneurship education focuses on three key points first improvement of entrepreneurial intention through entrepreneurial skills and employability, second is the opportunity recognition and venture creation and third is the management promotion and development of business entreprise (Jamieson, 1984). The core purpose of entrepreneurship education is to equp the students with skills and knowledge that will enable them to engage in income yielding activities (Dankimba et. al., 2023). In the face of unemployment problems, innovative entrepreneurship is the most preferred and sustainable solution which necessitates the role of entrepreneurship education to divert students from job seekers to job creators (Abebe, 2015). Many scholars have found positive and significant effect of entrepreneurship education on entrepreneurial intention among undergraduate students (Nabi et. al., 2018; Solomon et. al., 2019; Munoz et. al., 2020; Boahemaah et. al., 2020; Liu et. al., 2022). A meta analysis conducted by Zhang et. al. (2022) also reveals the positive contribution of entrepreneurship education towards entrepreneurial intention. Whereas some studies showed no significant effect of entrepreneurship education on intention (Oosterbeek et. al., 2010; Farhang et al., 2016; Velez et. al., 2020; Lin et. al., 2022; Montes et. al., 2023). Since, the studies on demographic factors and entrepreneurship education have remained inconclusive the following hypothesis will be tested in the study.

H_1: There is significant difference in entrepreneurial intention between gender

H_2: There is significant difference in entrepreneurial intention among category of students

H_3: There is significant difference in entrepreneurial intention among different streams of study

H_4: There is significant difference in entrepreneurial intentionbetween hill district and valley district

H_5: There is significant difference in entrepreneurial intentionamong student with different parents occupation.

H_6: There is significant impact of entrepreneurship education on entrepreneurial intention.

Research methodology

The study was carried out among 385undergraduate students of Manipur. The undergraduate students are the most appropriate population for the study as they have come close to the end of their academic career as students, and their next choice is to get a job or start their own business.

The study was purely based on primary data. The collected data was analyzed using Independent Sample T-Test and One - Way ANOVA.

Demographic Background

TABLE 1 DEMOGRAPHIC RESPONDENTS OF THE STUDY

Variables	Frequency	Percentage
Gender		
Male	145	37.7
Female	240	62.3
Category		
General	52	13.5
ST	221	57.4
OBC	102	26.5
SC	10	2.6
Present Course of Study		
Arts	124	32.2
Science	110	28.6
Commerce	151	39.2
ParentsProfession		
Private	66	17.1
Public	81	21.0
Entrepreneur	22	5.7
Retired	41	10.6
Unemployed	83	21.6
Others	92	23.9
Place of Residence		
valley district	155	40.3
hill district	230	59.7
Total	**385**	**100.0**

Among the sample of the study, 57.4% participants of the students were Schedule Tribe (S.T), 26.5% of the participants were Other Backward Class (OBC), 2.6% of the participants were Schedule Caste (SC), and 13.5% of the participants were General, out of which 37.7% of the participants were male while 62.3% of the participants were female. Most of the parent occupations belong to other occupation (23.9%), 21% of the students' parents were in public sector, 21.6% of students' parents were unemployed, 10.6% of students' parents were retired from their work, 17.1% of students' parents were in private sector, and 5.7% of students' parents were entrepreneurs. While considering the place of residence 40.3% of the students were from the valley district and 59.7% of them were from the hill district.

Independent Sample T-Test of Gender and Entrepreneurial Intention

An independent sample t-test was conducted to compare the entrepreneurial intention among the male and female students. There was significant difference (t (383) =3.177, p= 0.002) in the mean scores of entrepreneurial intention. The scores for male (mean= 29.3448, SD= 5.99465)

was slightly higher than Female (M= 27.2500, SD= 6.42791). The magnitude of difference in the mean was (mean difference= 2.09483, 95% CI: 0.79846to 3.39120). The mean of the male students were slightly higher, it is evident from the table that there is significant difference in the entrepreneurial intention of the students. Therefore, the hypothesis was accepted.

TABLE 2 INDEPENDENT SAMPLE T-TEST OF GENDER

	Mean	SD	Levene's Test For Equality Of Variance		T-Test For Equality Of Means				
			F	sig	T	Df	Sig	MD	95% CI
									Lower Upper
Male	29.3448	5.99465	0.107	0.744	3.177	383	0.002	2.09483	0.79846 3.39120
Female	27.2500	6.42791							

N=385. *p<0.05.

S.D: Standard Deviation; MD: Mean Deviation; Df: Degree of Freedom

Independent Sample T-Test for Place of Residence and Entrepreneurial Intention

An independent sample t-test was conducted to compare the entrepreneurial intention among the students base on their residence. There was no significant difference (t (272.012) =0.919, p= 0.359) in the mean scores of entrepreneurial intention. The scores for valley district (mean= 28.4194, SD= 7.29870) was slightly higher than hill district(M= 27.7826, SD= 5.60923). The magnitude of difference in the mean was (mean difference= 0.63675, 95% CI: -0.72791to 2.00140). Even though the mean of the valley district students were slightly higher, it is evident from the table that there is no significant difference in the entrepreneurial intention of the students. Therefore, the hypothesis was rejected.

TABLE 3 INDEPENDENT SAMPLE T-TEST FOR PLACE OF RESIDENCE

	Mean	SD	Levene's Test For Equality Of Variance		T-Test For Equality Of Means				
			F	Sig	T	Df	Sig	MD	95% CI
									Lower Upper
valley district	28.4194	7.29870	3.971	0.047	0.919	272.012	0.359	0.63675	-0.72791 2.00140
hill district	27.7826	5.60923							

N=385. *p<0.05.

S.D: Standard Deviation; MD: Mean Deviation; Df: Degree of Freedom

One-Way ANOVA of Entrepreneurial Intention

Category

To test the difference in the level of entrepreneurial intention among different categories of students we conduct one-way ANOVA on the items of entrepreneurial intention. The participants were divided into general, scheduled tribe (ST), scheduled caste (SC) and other backward class (OBC). The entrepreneurial intention among the different categories of the students does differ significantly as suggested by the result of ANOVA test of entrepreneurial intention ($F3, 381=4.638$, $p<0.05$).

Since the levene's statistics was significant, the equal variance was assumed. To check for the individual difference between groups post-hoc comparisons were assessed using Dunnett T3. The test indicated that the mean score for general (M=29.5577, SD=5.78169), OBC (M=28.0980, SD=6.02718) SC (M=33.8000, SD=17.27426) and ST (M=27.3937, SD=5.57704) differ significantly at 0.05 level. Therefore, the hypothesis was accepted.

TABLE 4 ONE-WAY ANOVA TEST OF CATEGORY

				Test Of Homogeneity Of Variances		ANOVA	
Variables	Category	Mean	Std. Deviation	Levene's Statistic	Sig.	F	Sig.
Entrepreneurial Intention	General	29.5577	5.78169	7.096	0.000	4.638	0.003
	ST	27.3937	5.57704				
	OBC	28.0980	6.02718				
	SC	33.8000	17.27426				

N=385. **p<0.05.

S.D: Standard Deviation; ST: Scheduled Tribe; SC: Scheduled Caste; OBC: Other Backward Class

Present Course of Study

To test the difference in the level of entrepreneurial intention among different course of study we conduct one-way ANOVA on the items of entrepreneurial intention. The participants were divided into Arts, Science and Commerce. The entrepreneurial intention among the different streams of study of students differ significantly as suggested by the result of ANOVA test of entrepreneurial intention ($F2, 382=12.011$, $p<0.05$).

Since the levene's statistics was not significant, the equal variance was assumed. To check for the individual difference between groups post-hoc comparisons were assessed using LSD. The test indicated that the mean score of Commerce students had significant difference with both arts and science but the mean scores of arts and science did not have significant difference. However, the hypothesis was accepted.

TABLE 5 ONE-WAY ANOVA TEST FOR PRESENT COURSE OF STUDY

				Test Of Homogeneity Of Variances		ANOVA	
Variables	Stream	Mean	Std. Deviation	Levene's Statistic	Sig.	F	Sig.
Entrepreneurial Intention	Arts	26.9113	7.06418	0.386	0.680	12.011	0.000
	Science	26.6818	5.27228				
	commerce	29.9536	5.98034				

N=385 *p<0.05

Parent's Occupation

To test the difference in the level of entrepreneurial intention among different group of students divided according to their parent's occupation, we conduct one-way ANOVA on the items of entrepreneurial intention. The participants were given six options namely private sector, public sector, entrepreneur, retired, unemployed and others. The entrepreneurial intention among the different groups of the students did not differ significantly as suggested by the result of ANOVA test of entrepreneurial intention (F5, 379=2.158, p>0.05).

Since the levene's statistics was not significant, the equal variance was assumed. To check for the individual difference between groups' post-hoc comparisons were assessed using LSD. The test indicated that of the mean score of entrepreneurs had significant difference with public sector, unemployed, and others. Whereas, the remaining groups did not have significant difference. Therefore, the hypothesis was rejected.

TABLE 6 ONE-WAY ANOVA TEST OF PARENTS' OCCUPATION

				Test homogeneity variances	of of	ANOVA	
Variables	Groups	Mean	Std. Deviation	Levene's Statistic	Sig.	F	Sig.
Entrepreneurial Intention	Private	28.5909	5.86247	0.438	0.822	2.159	0.058
	Public	27.2099	6.48598				
	Entrepreneur	31.4545	5.82055				
	Retired	28.6341	9.38551				
	Unemployed	28.2289	5.45341				
	Others	27.1196	5.49294				

N=385*p<0.05

Exploratory Factor Analysis

An Exploratory Factor Analysis (EFA) was performed using a principal component analysis and varimax rotation for each factor. The minimum factors loading criteria was set to 0.50. An important step involved weighing the overall significance of the correlation matrix through Barlett's Test of sphericity, which provides a measure of the statistical probability that the correlation matrix has significant correlation among its components. The Kaiser-Meyer-Olkin measure of sampling adequacy which indicates the appropriateness of the data for factor analysis was also conducted.

Entrepreneurship Education

The final EFA conducted after making necessary adjustment in the items, the results of Barlett's test was significant at 1725.4 ($p<0.001$) and the KMO was 0.797. Finally, the factor solution derived from this analysis yielded three factors for the scale which accounted for 63.05 percent of variation in the data. Factor 1 includes EE12 to EE16 referring entrepreneurship training accounted for 32.7% of the variance and had a cronbach's alpha value of 0.874, factor 2 includes EE3 to EE7 referring to entrepreneurship knowledge accounted for 17.62% of the variance and a cronbach's alpha value of 0.77, factor 3 includes,EE8 &EE9 referring to university support accounted for 12.65% of the variance and had a cronbach's alpha value of 0.71.since the alpha value of all the factors were above 0.5, the four factors were retained for further analysis. The following is table showing total variance explained, factor loadings and cronbach's alpha.

TABLE 7 FACTOR ANALYSIS OF ENTREPRENEURIAL EDUCATION

Items	entrepreneurship training	entrepreneurship knowledge	university support
I have had adequate training on how to do business accounts.	0.874		
I have had adequate training on how to diagnose business performance	0.863		
I have had adequate training on how to develop a business plan.	0.812		
I have had adequate training on how to do market negotiations.	0.805		
My degree has prepared me well for an entrepreneurial career	0.665		
Entrepreneurship education has improved my ability to think strategically in making business decision		0.786	
Entrepreneurship courses/module improved my understanding in		0.784	

entrepreneurship			
I found entrepreneur textbook as useful		0.675	
Theories that i have learned in entrepreneurship is useful in my business plan development		0.670	
I am motivated to do more than the requirements for the entrepreneurship courses		0.644	
In my university there is a well functioning infrastructure to support start-up of new firms			0.874
Entrepreneurship courses at my university prepare people well for an entrepreneurial carreer			0.868
% of Variance explained	32.777	17.625	12.650
Eigenvalues	3.933	2.115	1.518
Cronbach's Alpha	0.874	0.77	0.71

Source: *Computed from Primary Data*

Model Fitness of The study

To attain the model fitness, the error terms e4 and e5, e9 and e10 were correlated, after the adjustments in the measurement model, the final values generated by IBM-AMOS is given below, the cut-off criteria for the model was refer from (Hu & Bentler,1999).

TABLE 8 MODEL FITNESS MEASURES

Measure	Estimate	Threshold	Interpretation
CMIN	416.419	--	--
DF	201	--	--
CMIN/DF	2.072	Between 1 and 3	Excellent
CFI	0.945	>0.95	Acceptable
SRMR	0.055	<0.08	Excellent
RMSEA	0.053	<0.06	Excellent

Source: *Computed from Primary Data*

Correlation

Pearson Co-efficient of correlation was applied to check the link between the entrepreneurial intention and factors of entrepreneurship education. The co-efficient range developed by evans (1996) was used to determine the intensity of the association.

TABLE 9 CORRELATIONS BETWEEN ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL INTENTION

	EI	knowledge	training	support
EI	1.000	0.319	0.296	0.256
Knowledge	0.319	1.000	0.189	0.139
Training	0.296	0.189	1.000	0.114
Support	0.256	0.139	0.114	1.000

N=385. *p<0.05

The three sub variables of entrepreneurship education namely entrepreneurship training (.296), university support (.256) and entrepreneurship knowledge (.319) had significant but weak positive relationship with the entrepreneurial intention. Among the variables entrepreneurship knowledge had the strongest correlation with entrepreneurial intention.

Regression Analysis

The study looks into the impact produce by the factors of independent variable on the dependent variable by applying multiple regressions. As a rule of thumb, multiple regression assume that the factors in independent variable namely entrepreneurship education are not highly correlated. Therefore, before applying multiple regressions, the assumption was tested through the variance inflation factor (VIF).

Generally, VIF ranges from the value of 1 to the upward values, interpreting the VIF, the value 1 denotes not correlated, values 1 to 5 denotes moderately correlated and values greater than 5 denotes highly correlated. Since the values of VIF for all the factors fall under moderate correlation, multiple regressions has been adopted for further analysis

TABLE 10 VARIANCE INFLATION FACTOR OF ENTREPRENEURSHIP EDUCATION

Sl no.	Independent variables	Variance inflation factor (VIF)
1	Entrepreneurship knowledge	1.052
2	Entrepreneurship training	1.045
3	University support	1.028

Source: *Computed from Primary Data*

Multiple regressions was performed between the dependent variable and the predicting variable of entrepreneurship education. Entrepreneurial intention was significantly predicted by entrepreneurship education ($F(3,381) = 31.139$, $p<.001$), the adjusted R^2 value of 0.191shows that 19.1% of the variation in entrepreneurial intention is accounted for by the model. Furthermore, an analysis of coefficients was conducted to examine the extent of influence produced by the factors on the criterion variable. The findings imply that entrepreneurial intention is significantly and positively impacted by all the factors of entrepreneurship education.

TABLE 11 MODEL OF MULTIPLE REGRESSION ANALYSIS

Model	R	R^2	Adj. R^2	Std. error of the estimate	F	Sig.
1	.444[a]	0.197	0.191	6.24464	31.139	.000[b]

N=385. *p<0.05

TABLE 12 COEFFICIENT OF MULTIPLE REGRESSION ANALYSIS

Model	Unstd. Beta coefficient	Std. error	Beta coefficient	T	Sig.
Constant	6.653	2.923		2.276	0.023
Knowledge	0.390	0.074	0.249	5.283	0.000
Training	0.494	0.102	0.227	4.839	0.000
Support	0.972	0.231	0.196	4.212	0.000

N=385. *p<0.05

Suggestions

Universities should integrate entrepreneurship education across all academic streams and include theoretical knowledge, practical business management skills, financial literacy, and vocational training. Such integration would empower students across disciplines to translate their academic learning into entrepreneurial action (Solesvik et al., 2013; Bazkiaei et al., 2020; Zarnadze et al., 2022; Maheshwari et al., 2022; Zhang et al., 2022).Even practicing entrepreneurs could benefit from entrepreneurship education programs by identifying and improving upon their weaknesses (Akhtar, 2022). Universities should establish and expand entrepreneurship incubators to provide real-world experience, mentorship, and resources for students aspiring to launch their ventures. To refine the entrepreneurship education curriculum, the Government, Universities and businesses should collaborate and walk towards a better entrepreneurship environment (Ratnamiasih et al. 2024). The study revealed that male students exhibited a higher inclination towards entrepreneurial intention (Nguyen, 2018; Polas et al., 2019) suggesting that parents and universities should foster entrepreneurial ambition in students regardless of their gender. Since the study also revealed differences in entrepreneurial intention based on academic streams and parental backgrounds, tailored interventions can be developed to unlock the potential and motivation of students studying in the university. Governments should view entrepreneurship as a long-term solution to youth unemployment. Policies should encourage early entrepreneurial exposure, reduce barriers to starting businesses, and promote inclusivity regardless of gender, age, or ethnicity.

CONCLUSION

This study examined the relationship between demographic characteristics and entrepreneurial intentions among undergraduate students in Manipur. Statistical analysis revealed significant differences in entrepreneurial intent based on academic stream, gender, and parental occupation. The results revealed that the student's intention did not differ significantly among different category of students which is in line with katundu (2014). Parents' occupation did not have

significant difference in entrepreneurial intention this supports the results of (Turker&Selcuk, 2009 ; Giacomin et. al., 2016)Students with entrepreneurial parents showed significantly higher entrepreneurial intention than those whose parents were in the public sector, unemployed, or in other fields supporting the notion of intergenerational transference of entrepreneurship skill and informal education received from the parents (Sorensen, 2007; Mungai&Velamuri, 2011; Georgescu& Herman, 2020).Commerce students, who were more exposed to entrepreneurship education, exhibited greater entrepreneurial intent compared to their peers from the arts and science streams. This underscores the crucial role of curricular content in shaping entrepreneurial aspirations (Talas et al., 2013; Polas et al., 2019). While gender differences were significant with male students showing higher intention no significant difference was observed between students from hill and valley districts.All factors of entrepreneurship education were found to have a significant positive impact on entrepreneurial intention, with entrepreneurship knowledge having the strongest influence, followed by university support and entrepreneurship training. These results align with previous literature (Kusmana, 2019; Tsaknis et al., 2022), highlighting the importance of structured and supportive entrepreneurship education in fostering entrepreneurial readiness. Despite the positive influence of entrepreneurship education on intention, existing literature shows inconsistency in its overall impact. Thus, in the absence of distal variables that can reliably forecast entrepreneurial intention, additional variables maybe investigated to provide further insight.

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