

Influence of Gender on Entrepreneurial Intentions among Business Management Students

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Young generation is considered as an important resource as future entrepreneurs by bringing innovations directly or indirectly to productivity. Hence, entrepreneurial intentions among students are of great concern. Being male or female involves a gender self-conceptualization, derived to a great extent from taking on gender roles. This self-conceptualization also induces career-related psychological variables. The present study aims at identifying entrepreneurial intentions among male and female students. Hence, present investigation was undertaken to compare entrepreneurial intentions of male and female students of public and private management institutes in India. The study was based on primary data and respondents were selected from postgraduate students perusing management studies. The result indicated that there is a difference in the level of entrepreneurial intention between male and female students.

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Introduction

Entrepreneurship has emerged as a growing area of interest to both researchers and governments around the world due to the increasing global competition, fast-changing technological advancements, and developing market economies. Entrepreneurial activities are gaining huge importance as they lead to creation of opportunities for various sectors of society. Entrepreneurship not only generates job opportunities but also offers multiple economic benefits to the society and in turn leads to economic growth and development. It is obvious that unemployment rate in India is constantly increasing and many graduate and postgraduate students are not able to find jobs as per the qualification they pursued. According to a report published by the International Labor Organization (2018), as many as 18.3 million Indians were unemployed in 2017, and unemployment is projected to increase to 18.9 million by 2019.

Looking to this scenario, individuals, organizations and government institutions are considering entrepreneurship education as a promising way to improve the work insertion of young people and also a way to improve social and economic welfare.

A country with lot of entrepreneurs has a potential to develop rapidly and become prosperous.

Young entrepreneurs play a significant role in enhancing the entrepreneurial activities in a developing country like India. This can help in reducing queues for employment and result in employment generation and economic development of the society. An entrepreneur is an initiator who combines various factors of production to produce a socially viable product. An entrepreneur is an individual who takes initiative, possesses skill and has motivation to set up a business or enterprise of his own and always looks for higher levels of achievements (Say, 1803). Young people might develop into entrepreneurs because entrepreneurship is increasingly seen as a way of dealing with global challenges. According to Schumpeter (1934) entrepreneurship is the driving force behind the economy since a large supply of potential entrepreneurs is critical to a well-functioning economy and an entrepreneur is able to convert a new idea or invention into a successful innovation. A country with lot of entrepreneurs has a potential to develop rapidly and become prosperous (McClelland, 1961).

It has become very important to promote entrepreneurship and to explore the factors and driving forces that trigger the entrepreneurship development process. Entrepreneurship and innovation has appeared as an important area of global research, as it focuses on the root causes behind people's motivation of becoming entrepreneurs (Summers, 1998; Delmar & Davidsson, 2000). The process of becoming entrepreneur starts with entrepreneurial intention. Entrepreneurial intention can be defined as the efforts of a person to carry out entrepreneurial behavior (Liñán & Rodríguez, 2004). Entrepreneurial intention refers to determination and zeal of a person to commence a new business venture. Personal traits, education, environment and gender can determine entrepreneurship intention. Researchers have shown that there is a correlation between human capital and intention to initiate an entrepreneurial venture (Fitzsimmons & Douglas, 2011; McMullen & Shepherd, 2006).

Students' interest towards entrepreneurship and perceived behavioral control has significant positive relationship with respect to entrepreneurial intention (Shammari & Waleed, 2018). Higher education facilitates young graduates and prepares them for a new venture establishment. Also, young graduates are more willing to initiate new business after gaining relevant inputs in business and entrepreneurship education (Mushtaq et al., 2011). There are several studies that focus on assessment of entrepreneurial intentions in university environments (Lima et al., 2015; Perim, 2012; Pihie et al., 2013; Silva & Teixeira, 2013; Wang

& Wong, 2004). According to Perim (2012) and Silva & Teixeira (2013) entrepreneurial intention of students differ due to difference in environment of public and private universities. Hence, it is important to compare the level of entrepreneurial intention among students of the public and private universities.

Gender difference is also one of the socio cultural dimensions that influence entrepreneurship and entrepreneurial intentions. Males and females exhibit different views of world due to differences in their experiences and socialization processes (Fischer et al., 1993), which could lead to difference in their intentions with respect to entrepreneurship (Yordanova & Tarrazon, 2010). Researchers believed that entrepreneurship is conventionally considered masculine, so men tend to have higher intention to pursue an entrepreneurial career (Langowitz & Minnitti, 2007). Despite rising number and share of women entrepreneurs (De Bruin et al., 2006), entrepreneurship is still a male-stereotyped domain and is considered as a masculine trait (Ahl, 2006; Lewis, 2006) and women's entrepreneurship is still significantly lower than male (Langowitz & Minniti, 2007; Marlow, 2002). The reasons of this gap is still not clearly understood (Minniti & Arenius, 2003). One of the factors that may influence entrepreneurship difference between men and women is individual entrepreneurial perceptions and intentions (Koellinger et al., 2011). In view of these differences, the present study is undertaken to understand the difference in the entrepreneurial intentions among male and female students

of government and private colleges teaching management courses.

Review of Literature

Numerous studies have identified entrepreneurship as a significant factor in the economic growth and development of a nation (Birley, 1987; Reynolds, 1987; Morris & Lewis, 1991; Shane et al., 1991). Resurrection (2011) suggested that entrepreneurship can be considered as one possible solution to address poverty issues by developing and under developed countries. Nafukho and Helen Muyia (2010) identified that entrepreneurship is important in creating a healthy economy. While entrepreneurship has been viewed as a vital element for economic growth and development of developing countries, surprisingly very few researches have been conducted on the factors that influence individuals' intentions to initiate new businesses in these contexts (Karimi et al., 2010).

Theories of planned behavior elucidate entrepreneurial intentions as the key to understand the entrepreneurial process and recognize it as the first step in the long and complex process of entrepreneurship (Krueger & Carsrud, 1993; Krueger et al., 2000; Kolvereid, 2016). Intention refers to a state of mind directing a person towards a specific objective in order to achieve something. It usually involves inner strengths, aspiration and feeling to become self sufficient (Zain et al., 2010). Intention refers to individual's tendency to perform an action or a series of actions and initiates from conscious thinking that directs

behavior (Parker, 2004). Intentions occupy central position in study of human behaviors (Tubbs & Ekeberg, 1991). Intention can also be defined as the efforts of an individual to carry out entrepreneurial behavior (Liñán & Rodríguez, 2004). Bird and Jellinek (1988) explained entrepreneurial intention as the level of cognitive awareness that directs an individual to set up a new business. They further explained that intention is a thinking situation that connects focus, experience and individual behavior towards a specific goal. It is important to identify entrepreneurial intention for an individual before becoming entrepreneur; this may provide him with a clear goal about what he intends to be and what needs to be done in accomplishing his goals and leading him to success.

Studies have explored that entrepreneurship education programs that may be a part of management education curriculum significantly contributes towards the development of entrepreneurial intentions (Izquierdo & Buelens, 2008, Lüthje & Franke, 2003, Peterman & Kennedy, 2003, Kolvereid & Moens, 1997, Souitaris et al., 2007, Fayolle et al., 2006). Mushtaq et al. (2011) explored entrepreneurial intentions among young students of management and entrepreneurship. The findings supported the fact that higher education aids young graduates

Young graduates are more enthusiastic to form new business after acquiring relevant inputs in business and entrepreneurship education.

and prepare them for new venture conception. Further, they confirmed that young graduates are more enthusiastic to form new business after acquiring relevant inputs in business and entrepreneurship education.

Fayolle et al. (2006) identified that the content and context of entrepreneurship education programs in different form of institutions could vary. Few studies that compared the level of entrepreneurial intention of the public and private universities (Perim, 2012; Silva & Teixeira, 2013) explored that students from private universities perceive their institutions as more dedicated towards entrepreneurial education than their counter-parts perceived public universities. Perim (2012) identified that students of public institutions perceived greater need for practical entrepreneurship classes, since their education is more focused on theoretical base. As the environment of public and private university is different, it is expected that the entrepreneurial intention of students may also differ (Kibler, 2013). This may be due to the reason public universities are comprised by a larger number of professors dedicated to research (Hilu & Gisi, 2011; Speller et al., 2012) compared to the private universities. Hence, a study is required in order to compare entrepreneurship intentions among management students of public and private institutes in India.

Entrepreneurship scholars have inadequate understanding of factors and decision processes that influence males and females differently to pursue (or not) entrepreneurship and become self em-

ployed (Verheul, 2005; Zhao et al., 2005). Research on the differences between males and females indicates that there are significant differences in their career choices, and that theoretical models that describe the career paths of males are less suited to the experiences of females (Farmer, 1997; Farmer et al., 1995; Larwood & Gattikers, 1989). Some researchers believed that the split between men and women is determined by their gender stereotypes which impact people's cognition and behavior (Gupta et al., 2005). Entrepreneurship is conventionally considered masculine, so men are inclined to have higher intention to pursue an entrepreneurial career (Johnson et al., 2008; Langowitz & Minnitti, 2007; Petridou et al., 2009). Males are generally more interested in an entrepreneurial career than females (Blanchflower et al., 2001; Grilo & Irigoyen, 2006). Males have higher aspiration and intention to start their own venture than females (Crant, 1996). The persistent difference in males and females entrepreneurial activity across the globe makes it vital to understand why lesser females, compared with males, choose to become entrepreneurs.

Males are generally more interested in an entrepreneurial career than females. Males have higher aspiration and intention to start their own venture than females

According to Ahl (2006) entrepreneurship has conventionally been a male-dominated field, with males owning more businesses than females (Marlow, 2002). Commonly shared cul-

tural beliefs about gender roles can therefore shape the opportunities and incentives that individuals experience in pursuing certain occupations. Sexton and Bowman-Upton (1990) identified that female business owners scored lower on energy level and risk taking and higher on autonomy and change than male business owners. The gap between men and women regarding their entrepreneurial career options and attitudes has provoked lots of studies on the effect of gender on entrepreneurship. Researchers found that several factors impact participation of male and female entrepreneurs, including financial support, risk-taking propensity (Verheul et al., 2006), alertness to existing opportunities (Langowitz & Minnitti, 2007) and internal control (Wilson et al., 2007). Hence, it is important to understand the relationship of this concept and find out methods to develop and improve entrepreneurial culture into the set up (Scott & Twomey, 1988). Going further into this field of academic research is always worth undertaking as entrepreneurship development is always considered as one of the major fields of economic and industrial development of every country. Hence, this study is aimed to compare entrepreneurial intentions among male and female management students of public and private management institutes.

Coverage

The present investigation is based on exploratory research inquiry and examines the entrepreneurial intention among management students in Indore

district. The study is based on primary data collected through the use of questionnaire and aims to compare entrepreneurial intentions among male and female students of government and private management institutes of Indore district. The study will be confined to compare the influence of gender and type of institute on entrepreneurial intention among management students in Indore district of Madhya Pradesh, India. Indore is known as the Educational hub of Madhya Pradesh. As per Directorate of Technical Education, Madhya Pradesh (2018) total number of private management institutes in Indore district is fifty four and total number of government management institutes is eight. Total number of students studying is 13860 and 2160 in private management institutes and public management institutes respectively. The present research is to be conducted on students studying in public and private management institutes in Indore district.

Sample

In order to select the sample, the multi-stage random sampling technique was used. In stage one all government and eight private management institutes which had highest intake of students as per Directorate of Technical Education, Madhya Pradesh (2018) were taken for study. In Stage 2 from the selected group of management institutes, a total of 600 students were interviewed. The number of students selected for study from government management institutes were 300 (150 male students and 150 female students) and 300 students were

selected for study from private management institutes (150 male students and 150 female students). Attempt was made to include students from all selected management institutes so from each institute 37 to 38 students were interviewed.

As this research has a quantitative base the questionnaire used was a close ended one. The research instrument used to collect data was based on scale developed and tested by Liñán and Chen (2009) and Asmara et al. (2016). The questionnaire consists of 11 close-ended questions based on an interval scale. Respondents were asked to indicate their degree of agreement with each of the questions on a five-point Likert scale. The secondary data was collected through various research magazines, journals and newspapers.

Data Analysis

One sample KS test, One way ANOVA and Tukey (HSD) test were to analyze the data. The data was analyzed using window based Statistical package of the Social Science (SPSS). Questionnaire adopted in this study consisted of 11 questions; item total correlation was used in order to check the normality of the sample. As the sample size was 600, item with correlation value less than 0.1948 should be dropped. All the items in the study had correlation values more than 0.1948 thus no item was dropped from the questionnaire. Reliability of the measures was assessed with the use of Cronbach's alpha on all the 11 items.

It consists of estimates of how much variation in scores of different variables is attributable to chance or random errors (Selltitz et al., 1976). As a general rule, a coefficient greater than or equal to 0.7 is considered acceptable and a good indication of construct reliability (Nunnally, 1978). The Cronbach's alpha for the questionnaire was (0.91). Hence, it was found reliable and was used for analysis.

Objectives

1. To study and compare the impact of gender differences on entrepreneurial intentions between students of government management institutes.
2. To study and compare the impact of gender differences on entrepreneurial intentions between students of private management institutes.
3. To study and compare the impact of gender differences on entrepreneurial intentions among students of government management institutes and private management institutes.
4. To open up new vistas of research and develop a base for application of the findings in terms of implications of the study.

Hypotheses

H₀₁: There is no significant difference among male students of government management institutes, male students of private management institutes, female students of government management institutes and female students of private management insti-

tutes with respect to entrepreneurial intentions.

H₀₂: There is no significant difference between male students of government management institutes and male students of private management institutes with respect to entrepreneurial intentions.

H₀₃: There is no significant difference between male students of government management institutes and female students of government management institutes with respect to entrepreneurial intentions.

H₀₄: There is no significant difference between male students of government management institutes and female students of private management institutes with respect to entrepreneurial intentions.

H₀₅: There is no significant difference between male students of private management institutes and female students of government management institutes with respect to entrepreneurial intentions.

H₀₆: There is no significant difference between male students of private management institutes and female students of private management institutes with respect to entrepreneurial intentions.

H₀₇: There is no significant difference between female students of government management institutes and female students of private management institutes with respect to entrepreneurial intentions.

Results & Discussion

Kolmogorov- Smirnov Test

Kolmogorov- Smirnov test is performed to test if the values follow normal distribution. This test is essential to decide the statistical test that is to be applied to compare the averages of respondents. The result of the test (Table-1) show that values in entrepreneurial intention among students follow normal distribution hence ANOVA can be used for comparing means.

Table 1 Results of Kolmogorov- Smirnov Test

Kolmogorov-Smirnova			
	Statistic	df	Sig.
VAR00001	.093	600	.223

a. Test distribution is normal

b. Calculated from data

One way ANOVA

Table 2 depicts that the F value for between groups is 11.263 and p value is .000. Therefore, null hypothesis H_{01} is rejected at 1 percent level of significance. It means that entrepreneurial intentions of male and female students in government and private management institutes significantly differ in their mean values. Male students studying in private management institutes are having highest mean value of 4.19 followed by male students studying in government management institutes with mean value of 3.81. While, female students studying in private management institutes have mean value of 3.72 and female students studying in government management institutes have mean value of 3.67

Male students have higher entrepreneurial intentions than female students and also students of private management institutes have higher entrepreneurial intentions than students of government management institutes.

which represents that male students have higher entrepreneurial intentions than female students and also students of private management institutes have higher entrepreneurial intentions than students of government management institutes.

In order to find out significant difference among the six groups i.e., male students of government management institutes and male students of private management institutes; male students of government management institutes and female students of government management institutes; male students of government management institutes and female students of private management institutes; male students of private management institutes and female students of government management institutes; male students of private management institutes and female students of private management institutes; female students of government management institutes and female students of private management institutes Tukey HSD test was applied (Table 3). It represents that p values in groups 1,2,3,4,5 and 6 are 0.001, 0.497, 0.793, 0.000, 0.000 and 0.963 respectively which means null hypothesis H_{02} , H_{05} and H_{06} are rejected at 1 percent significance level and

Table 2 Results of One Way ANOVA

VAR00001	ANOVA				
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	24.298	3	8.099	11.263	.000
Within Groups	428.578	596	.719		
Total	452.876	599			

H_{03} , H_{04} and H_{07} are not rejected. Hence it can be inferred that there is significant difference between male students of government management institutes and male students of private management institutes; male students of private management institutes and female students of government management institutes and male students of private management institutes and female students of private management institutes and there is no significant difference between male students of government management institutes and female students of government management insti-

Women have lower entrepreneurial intentions than men.

tutes; male students of government management institutes and female students of private management institutes and female students of government management institutes and female students of private management institutes with respect to entrepreneurial intension. The findings reflect that male students of private management institutes have the highest entrepreneurial intentions and their entrepreneurial intentions are

Table 3 Post Hoc Tests Multiple Comparisons

Dependent Variable: VAR00001							
(I) VAR0002	(J) VAR00002		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey	Govt.	Pvt. Male	-.37455*	.09792	.001	-.6268	-.1223
	HSD	Male	Govt. Female	.13758	.09792	.497	-.1147
		Pvt. Female	.09030	.09792	.793	-.1620	.3426
	Pvt.	Govt. Male	.37455*	.09792	.001	.1223	.6268
	Male	Govt. Female	.51212*	.09792	.000	.2599	.7644
		Pvt. Female	.46485*	.09792	.000	.2126	.7171
	Govt.	Govt. Male	-.13758	.09792	.497	-.3898	.1147
	Female	Pvt. Male	-.51212*	.09792	.000	-.7644	-.2599
		Pvt. Female	-.04727	.09792	.963	-.2995	.2050
	Pvt.	Govt. Male	-.09030	.09792	.793	-.3426	.1620
	Female	Pvt. Male	-.46485*	.09792	.000	-.7171	-.2126
		Govt. Female	.04727	.09792	.963	-.2050	.2995

*The mean difference is significant at the 0.05 level.

significantly higher than male students of government management institutes and female students of government and private management institutes. This finding supports the results of Carter (1997), Gatewood et al. (1995), Thebaud (2010), Yordanova and Tarrazon (2010) who identified that women have lower entrepreneurial intentions than men. The rate of becoming an entrepreneur is far higher among males than among females (Acs et al., 2005). Matthews and Moser (1996) identified that males' interests are long-standing whereas females show a declining interest in entrepreneurship with time. Gender factor has been identified as a significant factor in many researches and it has been found that male students have stronger entrepreneurial intention than females (Thrikawala, 2011). Males display higher intentions to initiate a business than females (Driga et al., 2005; Herrington and Kew, 2014; Schenkel et al., 2007; Wilson et al., 2007). The empirical evidence also suggests that women are likely to have lower expectations than men for success in a wide range of occupations (Eccles, 1994). Few studies sought to compare the level of entrepreneurial intention of the public and private universities (Lima et al., 2015; Perim, 2012; Silva and Teixeira, 2013; Pihie et al., 2013). The studies reported that students from private universities perceive their institutions as more devoted to the entrepreneurial education than their counterparts perceive the public universities.

Conclusion

This paper seeks to examine entrepreneurial intentions of male and female stu-

dents studying in government and private management institutes. This type of orientation is necessary in the present scenario, since entrepreneurship has become important as well as a relevant instrument to promote economic growth for the nations' economies, promising way to improve the work insertion of young people and also a way to improve social and economic welfare. Hence, more needs to be done to promote new enterprises, employment opportunities and business venture to infuse dynamism in the economic activity. Various factors influence entrepreneurial intentions among students including gender differences and differences in educational delivery approach. The results of the present study revealed that male students of private management institutes are more inclined towards entrepreneurship as their career choice. Entrepreneurial intentions of male students of private management institutes are significantly higher than male students of government management institutes as well as female students of government and private management institutes. This reflects that female inclination towards entrepreneurship as a career option is less motivated. Hence, management institutes should have programs to encourage the female students to consider about their entrepreneurial career as an alternative. Government and institutions should also focus on sound theoretical frameworks in order to develop and implement effective educational strategies in order to promote entrepreneurship.

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