

## Research Article



## Entrepreneur Intention among Medical Students in Chennai City - An Empirical Analysis

Dr.P.Sankar\*

Assistant Professor, Faculty of Science and Humanities, SRM IST, Kattankulathur, Tamilnadu, India.

\*Corresponding author's E-mail: [Sankar21.vp@gmail.com](mailto:Sankar21.vp@gmail.com)

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### ABSTRACT

The purpose of this research is to ascertain entrepreneur Intentions among the medical students in different medical institute of Chennai city. Entrepreneurship is an exhaustive concept including a wide range of innovative activities to preparing job. In other words, entrepreneurship is much more than just creating a job opportunity, and all individual's activity can be entrepreneur- like but certainly one of the aspects is to create an opportunity for work. The term entrepreneurship in work environments means a process in which a person hunts down, to speak, job opportunities without considering the limited resources available. Most students are willing to be able to choose a job appropriate for their education and if for any reason cannot meet this end, they will be frustrated by this slight failure and consider their money and time completely wasted. In the last two decades, there has been a rise in interest in taking instructive courses aimed at learning entrepreneurship skill.

**Keywords:** entrepreneur intention, job opportunity, entrepreneurship, environments.

### INTRODUCTION

Support for the development of enterprise intention in medical education exists from the perspectives of educators, researchers, and healthcare leaders. However, literature is limited evaluating the understanding of medical students about these skills. This study aimed to determine whether medical students valued gaining enterprise skills within the course and those skills that they identified and recognized contributed to enterprise practice in subsequent training. Enterprise education includes training on specific skills, such as knowledge acquisition and innovative attributes and behavior, to explore, adapt, develop, manage, and lead in the changing environments of life<sup>1</sup>.

### Objectives of the Paper

- To assess the factors influencing entrepreneurial intentions among medical students in Chennai City.
- To examine students perceptions about the existence level for entrepreneurship offered by Medical Institute.
- To give valuable suggestion based on the findings of the study.

### Methodology

The present study was based on both primary and secondary data. Interview schedule was used to collect the primary data from the medical students. A well-structured interview schedule was prepared after consulting the experts in the field.

### Sampling

The study attempts to measure the entrepreneurial intention among the medical students in Chennai city.

Hence it is decided to select sample respondents from final year students of 10 medical institutes in Chennai city. Stratified proportionate random sampling method was used to select the 500 sample respondents from the population.

### Plan of Analysis

The collected data were classified and grouped according to the purpose for which it was collected. Necessary tables were prepared and the tabulated data were analyzed with the help of appropriate following statistical tools exploratory factor analysis, confirmatory factor analysis, analysis of variance, multiple regression and Discriminant analysis to interpret the data to arrive at relevant inferences<sup>2</sup>.

### Findings

- Out of 500 sample respondents, 40 per cent of the respondents are male and the remaining 60 per cent of the respondents are female. It is understood that a majority (60%) of the respondents are female.
- It is learnt that out of 500 respondents, 80per cent of them belong to the age group between 19-21 years and the remaining 20 per cent of the respondents fall under the age group of above 22 years. It can be noted that most of them are in the age group of 19 to 21.
- Out of 500 respondents, 224 (44.8%) respondents belong to SC/ST, 130 (26%) of the respondents belong to BC, 112 (22.4%) respondents belong to MBC and the remaining 34 (6.8%) respondents belong to FC.

### Entrepreneurial intentions among students of different Institute area

Medical students belong to different institutes areas have different entrepreneurial traits<sup>3</sup>. In order to find out the



significant difference in entrepreneurial traits among students of different institute areas in Chennai City, 'ANOVA' is attempted with the null hypothesis as, "There is no significant difference in entrepreneurial intentions

among students of different institute areas in Chennai City". The result of 'ANOVA' for entrepreneurial traits among students of different areas is presented in Table

**Table 1:** Entrepreneurial intentions among medical students of different medical institute areas

Particulars	Area (Mean Score)			F Statistics
	Urban	Semi-urban	Rural	
Risk taking	3.4722	3.1429	3.2083	3.806*
Hard Work	4.1833	4.5238	4.3542	2.656*
Ability to take decision	3.9116	4.3333	4.0417	3.102*
Self Confidence	4.2378	4.8095	4.2708	4.321*
Capacity to solve problem	3.9171	4.0952	3.0417	14.121*
Leadership	3.4862	4.0476	3.5208	3.471*
Creativity	3.9227	4.4286	3.4375	14.133*
Ability to foresee future	3.9116	4.2381	2.7500	27.426*

Source: Computed data; \*-Significant at 5% level

The above Table shows the mean score of entrepreneurial traits among students of different institute areas along with its respective 'F' statistics. The important entrepreneurial traits among the institute students belong to urban institute are self confidence and hard work and their respective mean scores are 4.2378 and 4.1813, among the institute students who belong to semi-urban institute, self confidence and hard work and their respective mean scores are 4.8095 and 4.5238. The important entrepreneurial traits among the institute students who belong to rural institute are hard work and self confidence and their respective mean scores are 4.3542 and 4.2708. Regarding the entrepreneurial traits, the significant difference among the students of different institute areas, are identified in the case of risk taking, hard work, ability to take decision, self confidence, capacity to solve problem, leadership, creativity and ability to foresee future since the respective 'F' statistics are significant at 5 per cent level, the null hypothesis is rejected.

Table 2 shows the mean score of entrepreneurial intention among different father's occupation of Medical students along with its respective 'F' statistics. The important entrepreneurial intention among the Medical students father's occupation is government employees are to start my own company would probably be the best way for me to take advantage of my education and in my university, people are actively encouraged to pursue their own ideas and their respective mean scores are 5.5000 and 5.0000, among the Medical students father's occupation is private employees, I am confident that I would succeed if I started my own business and to start my own company would probably be the best way for me to take advantage of my education and their respective mean scores are 5.5918 and 5.5779. The important entrepreneurial intention among the Medical students father's occupation is business are in business, it is

preferable to be an entrepreneur, rather than a large firm employee and to start my own company would probably be the best way for me to take advantage of my education and their respective mean scores are 6.5857 and 5.7143, among the Medical students father's occupation is farmer, to start my own company would probably be the best way for me to take advantage of my education and it is more beneficial to society to have large enterprises than small firms and their respective mean scores are 5.8462 and 5.4697. The important entrepreneurial intention among the Medical students father's occupation is professional are to start my own company would probably be the best way for me to take advantage of my education and nothing is more exciting than seeing my ideas turn into reality and their respective mean scores are 5.1250 and 5.0000, among the Medical students father's occupation is other, I enjoy facing and overcoming obstacles to my ideas and to start my own company would probably be the best way for me to take advantage of my education and their respective mean scores are 5.8219 and 5.7260. Regarding the entrepreneurial intention, the significant difference among the different father's occupation of Medical students, are identified in the case of starting my own business sounds attractive to me, I excel at identifying opportunities, I personally consider entrepreneurship to be a highly desirable career alternative for people with my education, nothing is more exciting than seeing my ideas turn into reality, it is more beneficial to society to have large enterprises than small firms, in my university, people are actively encouraged to pursue their own ideas, in my university, you get to meet lots of people with good ideas for a new business, I enjoy facing and overcoming obstacles to my ideas, my family and friends support me to start my own business, I have the skills and capabilities required to succeed as an entrepreneur, in business, it is preferable to be an entrepreneur, rather than a large firm employee, I love to challenge the status quo, in my



university, there is a well functioning support infrastructure to support the start-up of new firms and I know many people in my university who have successfully

started up their own business, since the respective 'F' statistics are significant at 5 per cent level, the null hypothesis is rejected.

**Table 2:** Entrepreneurial intention among different father's occupation of Medical students

Particulars	Father's Occupation (Mean Score)						F Statistics
	Govt Employee	Pvt Employee	Business	Farmer	Professional	Other	
Starting my own business sounds attractive to me	4.4231	4.1837	4.7857	3.6462	4.0000	3.4658	4.528*
I can spot a good opportunity long before others can	4.9231	4.1224	4.3929	4.2923	3.6250	4.0137	2.224
To start my own company would probably be the best way for me to take advantage of my education	5.5000	5.5779	5.7143	5.8462	5.1250	5.7260	0.718
I excel at identifying opportunities	4.5385	5.2041	4.7500	5.2308	4.0000	5.3014	2.575*
I am confident that I would succeed if I started my own business	4.8077	5.5918	5.0714	5.0154	4.7500	5.3425	2.011
I personally consider entrepreneurship to be a highly desirable career alternative for people with my education	4.3462	5.3061	5.0357	4.8923	3.8750	5.2847	3.690*
It would be easy for me to start my own business	4.3077	4.9796	4.9643	4.7385	4.1250	5.0000	1.734
Nothing is more exciting than seeing my ideas turn into reality	5.1923	5.5714	5.6071	5.1538	5.0000	5.3836	3.493*
I would rather found a new company than be the manager of an existing one	4.4615	5.0612	4.9643	4.9231	4.5000	5.1918	1.351
It is more beneficial to society to have large enterprises than small firms	4.8846	5.0816	4.7143	5.4697	4.0000	5.2466	2.461*
In my university, people are actively encouraged to pursue their own ideas	5.0000	4.4286	4.2143	4.8923	3.6250	5.4658	5.630*
In my university, you get to meet lots of people with good ideas for a new business	4.8846	4.3878	5.0357	5.3692	4.5000	5.3151	3.864*
I enjoy facing and overcoming obstacles to my ideas	4.7692	5.4286	4.8214	5.0769	4.3750	5.8219	4.691*
My family and friends support me to start my own business	4.3077	4.9796	5.2500	5.2000	4.5000	5.4795	3.339*
I have the skills and capabilities required to succeed as an entrepreneur	4.8462	5.4490	5.0000	5.1385	4.1250	5.5205	3.343*
Entrepreneurship courses at my university prepare people well for an entrepreneurial career	4.5769	4.9592	5.1071	5.1077	4.2500	5.1370	1.346
In business, it is preferable to be an entrepreneur, rather than a large firm employee	4.4615	5.4286	6.5857	5.0154	4.6250	5.6027	3.444*
Entrepreneurship cannot be taught	3.6923	4.1429	3.9643	3.6769	3.8750	4.0959	1.251
I love to challenge the status quo	4.5000	5.4490	4.8571	5.0308	4.1250	5.4521	4.138*
In my university, there is a well functioning support infrastructure to support the start-up of new firms	4.4615	5.0408	4.1786	4.6615	4.0000	5.2055	4.491*
I know many people in my university who have successfully started up their own business	4.1538	4.5918	4.5000	4.8154	3.7500	5.6164	7.868*

Source: Computed data; \*-Significant at five per cent level



## Suggestions

- It is suggested that the curriculum should be designed in such a way that it creates positive change in the attitudes and behavior of students to the extent that they perceive employment creation as a necessary component
- The medical students should be trained in such a way that they can withstand any situation in life. Soft skills development training programmes should be arranged in Institute in order to enhance the entrepreneurial traits of the students like: risk taking, confidence, perseverance, adaptability, flexibility etc. which are considered as the basic and necessary ingredients of the entrepreneurs

## CONCLUSION

This study aimed to explore the usefulness of enterprise intentions perceived by the medical students after the inclusion of explicit enterprise skill learning opportunities within a short elective attachment (SSC) midway through their under-graduate training. The majority of students reported their enhanced end-of-course perceptions and awareness of enterprise and enterprise skills. This supports the underpinning educational premise that including explicit intended out-comes and feedback through the assessed requirements even within a diverse elective module would increase the awareness of enterprise and its composite skills as an accessible concept for medical students at this stage of their training. However, variance in quantitative evaluation by the students on their recognition of enterprise skill development would indicate greater diversity in opinion on their increased enterprise awareness. This may reflect the different topics being studied by the students during this teaching attachment, and thus, learning developed and articulated in dissimilar ways. The element of choice, considered strength of this elective type of course opportunity (SSC), will inevitably present a lack of uniformity in education delivery, and students will differ both in prior experience in extracurricular activities and in how they access and develop from different curricular opportunities.

The results of this study have important implications for both the academic and administrative fields. The findings

of this study calls for appropriate policy measures in the Medical institutes. Medical institute advisory bodies stipulate that enterprise education should focus on equipping students with a combination of enterprise awareness, entrepreneurial mind-set, and capability, which are all required to achieve entrepreneurial effectiveness

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