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# Entrepreneurial Intentions Among Culturally Talented Students in India: An Analysis Based on the Theory of Planned Behaviour

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## Abstract
Entrepreneurial intentions are typically connected to an entrepreneur's skill in leveraging opportunities. However, the influence of entrepreneurs' cultural talents also warrants significant consideration. This study explores the entrepreneurial intentions of culturally talented students in India, employing the Theory of Planned Behaviour (TPB) as a framework for analysis. We investigate the specific attitudes, subjective norms, and perceived behavioural control influencing these students' intent to start new ventures. The theory of planned behaviour questionnaire with 21 items was adopted in this research activity. Data were collected through Google Forms questionnaire from 361 culturally talented students of various Universities and Colleges in Tamil Nadu, South India. Cronbach's alpha reliability test, correlation, regression, and analysis of variance were used to analyse the collected data. The study revealed significant positive relationships between the TPB variables (Attitude towards Behaviour, Subjective Norms, and Perceived Behavioural Control) and entrepreneurial intentions. Notably, Attitude towards Behaviour emerged as the strongest predictor with a correlation coefficient of 0.636, followed by Perceived Behavioural Control and Subjective Norms with coefficients of 0.535 and 0.487, respectively. These results emphasize the critical role of positive attitudes, enhanced control perceptions, and supportive social norms in fostering entrepreneurial intentions among culturally talented students. The study demonstrates the utility of TPB in academic settings, suggesting that curricula should be designed to nurture these attributes to effectively promote entrepreneurship among culturally talented students.

## Keywords
Cultural Talent, Attitude towards Entrepreneurship, Entrepreneurial Intention, Perceived Behavioural Control, Subjective Norm, Planned Behaviour

## 1. Introduction
In today's post-industrial landscape, culture and creativity are increasingly pivotal as engines of economic expansion (O'Connor, 2020; Mokras-Grabowska & Mroczek-Żulicka, 2024). The domains of culture and arts are growing at a faster pace compared to other sectors of the economy, underscoring their escalating significance (Ranwa, 2022; Luo & Wang, 2024). Entrepreneurial endeavours within the cultural and creative industries are characterized by the development and implementation of innovative ideas, steered towards generating profit (Chang et al., 2021; Gonçalves et al., 2024). Nevertheless, these entrepreneurial efforts prioritize more than just financial returns. Their main objective is to drive innovation and facilitate the creation of novel products or ideas. This strategy integrates entrepreneurial activities with innovative processes, thereby enriching the vitality and influence of these fields (Zhao et al., 2023; Wei & Duan, 2024).

The concept of cultural entrepreneurship was formally recognized in the last decade, leading to the development of various models by scholars such as Essig (2015), Hausmann (2010), Klamer (2011), Lounsbury and Glynn (2001), Preece (2011), Scott (2012), and Wilson and Stokes (2006). These models were created to facilitate a proper understanding of the characteristics of the creative and cultural industries. Consequently, a unified definition of cultural and creative entrepreneurship was established (Li, 2020; Cerver Romero et al., 2021; McMullen et al., 2021).

Aageson (2008) characterizes cultural entrepreneurs as risk-takers, agents of change, and innovative thinkers who generate income from sustainable creative cultural activities and organizations. They enhance the quality of life and foster cultural values for both the creators and consumers of cultural products and services (Sanetra-Szeliga, 2023;Minton et al., 2022). This role is crucial for the economic progress of developing nations and the preservation of traditional cultural values, as highlighted by experts such as Hagoort (2003), Klamer (2011), and Abbing (2016).

Despite artists evolving their perception from solely creating artistic businesses, a significant divide remains between the cultural and creative attributes on one hand, and entrepreneurial dimensions on the other(Baldin & Bille, 2022; Massi et al., 2020). Entrepreneurial motivations likely vary among individuals and within different cultural and creative organizations. Cultural and creative entrepreneurship tends to prioritize the cultural value of innovation, with a lesser emphasis on economic gains (i.e., it is creativity-based), whereas traditional entrepreneurship is primarily driven by economic productivity, often at the expense of cultural value (i.e., it is growth-based). A significant number of artists remain uncertain about how to market their products effectively (Boorsma & Chiaravalloti, 2024; Li, 2020)Recommendations include providing appropriate loans and enhancing managerial skills. Among the most prominent strategies is the promotion of cultural entrepreneurship training programs.

Thus far, there has been no comprehensive assessment of the significant impacts of entrepreneurship and entrepreneurial methods in supporting the creative and cultural economy in developing countries. The primary objective of this study is to investigate the role of cultural entrepreneurship in the sustainability of artists and creative organizations. The study specifically seeks to answer the following question: To what extent can the capacities of cultural entrepreneurship catalyze the development of artists and their areas of activity? To address this, it is essential first to define the concept of entrepreneurship. Subsequently, the study aims to explore whether this phenomenon is definable and teachable, and how entrepreneurial capacities can interpret cultural and artistic values within a cultural framework.

## 2. Literature Review

The theory of planned behaviour (TPB) has been extensively applied and examined within entrepreneurship research (Kachkar & Djafri, 2022; Romero-Colmenares & Reyes-Rodríguez, 2022)and is deemed the most reliable predictor of entrepreneurial intention (EI) across different cultural settings (Bağış et al., 2023; Hoda et al., 2021; Kromidha et al., 2022; Litzky et al., 2020; Tiwari et al., 2020). The theory is underpinned by three key variables: attitude towards the behaviour (ATB), which reflects a person's positive or negative evaluation of performing a specific behaviour; subjective norm (SN), which is the perceived societal approval or disapproval of the behaviour; and perceived behavioural control (PBC), which relates to an individual's perception of the difficulty or ease of executing the behaviour. Detailed analysis of these variables has shown distinct support for their correlation with intention: ATB has found backing from studies by (Al-Mamary et al., 2020;Chang et al., 2022 & Wach et al., 2023) SN has been reinforced by (Wu et al., 2020),Gurbuz and Aykol (2008), and Leroy et al. (2009); and PBC has been supported by (Nambisan & Baron, 2021; Sabahi & Parast, 2020; Wahyuni & Sara, 2020).

Exploring the dynamics within the theory of planned behaviour (TPB) and its impact on entrepreneurial intention (EI), the relationship between the variables presents a complex picture. Armitage and Conner (2001) identified a positive correlation between attitude towards entrepreneurship (ATE) and EI. Similarly, (Adelaja et al., 2023; Iyortsuun et al., 2021) found a positive influence of ATE on students' intentions towards self-employment. However, this positive influence is not universally acknowledged, as Megeirhi et al., 2020 noted an insignificant impact of attitude on intention.

Further complicating the relationship, Palmer et al., 2021 noted that EI could be predicted not only by attitude but also by the need for achievement, a family business background, and subjective norms (SN). Villanueva-Flores et al., 2023 also suggested that personal attitude and perceived behavioural control (PBC) are significant predictors of EI. Reinforcing the importance of subjective norms, Cassol et al., 2022 observed that SN has a significant and positive impact on entrepreneurial intentions. Adding to this, Nguyen & Nguyen, 2024 reported a significant positive relationship between PBC and the EI of students, highlighting the multifaceted influences within the TPB framework.

Highlighting the critical role of entrepreneurship education for university students, Guerrero et al., (2020) suggest that students who view their university education as insufficiently supportive of entrepreneurial activities may be significantly less prepared to pursue entrepreneurship. They also emphasize that the university environment profoundly influences students' attitudes towards becoming entrepreneurs. Further supporting this perspective, research by (Chang et al., 2022; Haddad et al., 2021) indicates that the content of educational curricula not only boosts entrepreneurial intention (EI) among students but also plays a pivotal role in shaping their career choices towards entrepreneurial activities. This underscores the potential of targeted educational strategies to cultivate a generation of future entrepreneurs.

This study was designed to explore two principal research questions:

1. What is the level of entrepreneurial intentions (EI) among culturally talented students?
2. Are the three key components of the Theory of Planned Behaviour (TPB) - Attitude towards Behaviour (ATB), Subjective Norm (SN), and Perceived Behavioural Control (PBC), adequate for evaluating EI?

These questions aim to gauge the entrepreneurial mind-set within a specific academic cohort and to validate the effectiveness of the TPB in measuring such intentions.

## 3. Objectives

The objectives of this study are delineated to address the core research questions:

1. To determine the extent of entrepreneurial intentions (EI) among culturally talented students.
2. To assess the effectiveness of the Theory of Planned Behaviour (TPB) variables - Attitude Towards Behaviour (ATB), Subjective Norm (SN), and Perceived Behavioural Control (PBC), in measuring EI.

These objectives are aimed at understanding not only the prevalence of entrepreneurial aspirations among culturally talented students but also the applicability and reliability of TPB as a framework in the entrepreneurial context.

## 4. Research Methodology

This research applied the Theory of Planned Behaviour (TPB) to assess its capacity for capturing attitudes towards entrepreneurship (ATE) within an academic setting. The study was designed with an exploratory approach, focusing on measuring entrepreneurial intentions (EI) among students.

Data gathering involved a detailed questionnaire based on the TPB, which consisted of 21 items. This questionnaire was administered via Google Forms to potential participants from several universities and colleges in the southern region of Tamil Nadu, India. All respondents provided their informed consent, and they were assured that the data collected would be used solely for research purposes. Out of the collected responses, 361 were valid for the analysis, including 193 from male participants (53.46%) and 168 from female participants (46.54%), all aged between 18 and 26.

The questionnaire was structured in two sections: the first part collected the socio-economic profile of the respondents, and the second part involved the full array of TPB items. Responses were gauged on a bipolar five-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree), allowing for a precise measurement of the respondents' attitudes and intentions. This methodological approach provided a robust framework for exploring the dynamics of entrepreneurial intentions within the specified demographic.

## 5. Analysis and Discussion

The study employed Cronbach's Alpha Reliability Test to assess the internal consistency of the questionnaire used for measuring entrepreneurial intentions among culturally talented students. According to Nunnally (1978), an alpha value of 0.5 to 0.6 is considered adequate for the early stages of research, while Zikmund et al. (2013) suggest that a value of 0.70 indicates a good level of reliability. In this study, Cronbach's alpha value reached 0.789, demonstrating strong internal consistency and reliability of the questionnaire. This high alpha value confirms the reliability of the survey instrument used to capture the constructs related to the Theory of Planned Behaviour and entrepreneurial intentions.

**Interdependence between ATB, SN and PBC (Independent Variables) with EI (Dependent Variable)**

The study investigates the interdependence among all independent variables - Attitude towards Behaviour (ATB), Subjective Norm (SN) and Perceived Behavioural Control (PBC), and their relationship with Entrepreneurial Intention (EI). To analyse these relationships, statistical techniques such as correlation and regression analysis are employed.

Table 1 presents the output of a Pearson Correlation Coefficient analysis used to examine the relationships between four variables: Attitude towards Behaviour (ATB), Subjective Norms (SN), Perceived Behavioural Control (PBC), and Entrepreneurial Intention (EI).

**Correlations between Variables**

***ATB and SN***: The correlation coefficient is 0.403, which is significant at the 0.000 level ($p<0.01$), indicating a moderate positive relationship. This suggests that more favourable attitudes towards entrepreneurship are moderately associated with greater perceived social support or approval for entrepreneurial activities.

***ATB and PBC***: The coefficient is 0.400, also significant at the 0.000 level, indicating a moderate positive relationship. This shows that positive attitudes towards entrepreneurship are associated with a higher perceived control over performing entrepreneurial activities.

***ATB and EI***: The correlation coefficient of 0.636 is significant at the 0.000 level, indicating a strong positive relationship. This suggests that individuals with positive attitudes towards entrepreneurship are significantly more likely to have higher entrepreneurial intentions.

***SN and PBC***: The correlation coefficient is 0.478, significant at the 0.000 level, suggesting a moderate to strong relationship. This indicates that perceptions of social norms are somewhat strongly associated with perceived control over entrepreneurial activities.

***SN and EI***: The coefficient is 0.487, significant at the 0.000 level, indicating a moderate to strong positive relationship. This suggests that perceived social pressures or norms positively influence the intention to pursue entrepreneurship.

***PBC and EI***: The correlation coefficient of 0.535, significant at the 0.000 level, indicates a strong positive relationship. This demonstrates that higher perceived behavioural control over entrepreneurial activities strongly predicts stronger entrepreneurial intentions.

The results from Table 1 indicate significant and positive relationships between all pairs of studied variables, with varying degrees of correlation strengths. These findings suggest that attitudes, subjective norms, and perceived control all significantly influence entrepreneurial intentions among the study population.

**Table 1** Output of Pearson Correlation Coefficient

| Correlations | | | | | |
|---|---|---|---|---|---|
| | | ATB | SN | PBC | EI |
| ATB Attitude Towards Behaviour | Pearson Correlation | 1 | 0.403** | 0.400** | 0.636** |
| | Sig. (2-tailed) | | .000 | .000 | .000 |
| | N | 361 | 361 | 361 | 361 |
| SN Subjective Norms | Pearson Correlation | 0.403** | 1 | 0.478** | 0.487** |
| | Sig. (2-tailed) | .000 | | .000 | .000 |
| | N | 361 | 361 | 361 | 361 |
| PBC Perceived Behaviour Control | Pearson Correlation | 0.400** | 0.478** | 1 | 0.535** |
| | Sig. (2-tailed) | .000 | .000 | | .000 |
| | N | 361 | 361 | 361 | 361 |
| EI Entrepreneurial Intention | Pearson Correlation | 0.636** | 0.487** | 0.535** | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | |
| | N | 361 | 361 | 361 | 361 |

***Source***: Researchers' calculation ***Note***: **. Correlation is significant at the 0.01 level (2-tailed).

**Table 2** Model summary (Regression)

| Model Summary | | | | |
|---|---|---|---|---|
| **Model** | **R** | **R Square** | **Adjusted R Square** | **Std. Error of the Estimate** |
| 1 | 0.721[a] | 0.520 | 0.516 | 0.704 |

a. Predictors: (Constant), EM_MEAN, EN_MEAN, IN_MEAN

***Source***: Researchers' calculation

**Table 3** Analysis of Variance (ANOVA)

| ANOVA[a] | | | | | | |
|---|---|---|---|---|---|---|
| **Model** | | **Sum of Squares** | **df** | **Mean Square** | **F** | **Sig.** |
| 1 | Regression | 191.838 | 3 | 63.946 | 128.946 | 0.000 |
| | Residual | 177.041 | 357 | 0.496 | | |
| | Total | 368.879 | 360 | | | |

***Source***: Researchers' calculation

**Table 4** Regression Coefficients

| Coefficients[a] | | | | | | |
|---|---|---|---|---|---|---|
| **Model** | | **Unstandardized Coefficients** | | **Standardized Coefficients** | **t** | **Sig.** |
| | | **B** | **Std. Error** | **Beta** | | |
| 1 | (Constant) | 0.506 | 0.195 | | 2.593 | 0.010 |
| | ATB | 0.444 | 0.040 | 0.459 | 11.062 | 0.000 |
| | SN | 0.216 | 0.054 | 0.174 | 4.014 | 0.000 |
| | PBC | 0.242 | 0.039 | 0.269 | 6.218 | 0.000 |

***Source***: Researchers' calculation ***Note***: [a].Dependent Variable: EI.

***Multiple Correlation Coefficient (R)***:
In the model, the multiple correlation coefficient (R) value, 0.721, represents the correlation between the observed values and the values predicted by the model. It is a measure of the strength and direction of a linear relationship between the independent variables and the dependent variable. An R-value of 0.721 suggests a strong positive correlation.

***R Square (Coefficient of Determination)***:
The R Square value is 0.520, indicating that approximately 52 per cent of the variance in the dependent variable can be explained by the independent variables included in the model. This implies a moderate to strong effect size, showing that the model explains a significant portion of the outcome variable's variance.

***Adjusted R Square***:
In this study, 51.6 per cent of the variability in the dependent variable (EI) can be explained by the independent variables (ATB, SN, and PBC). The result indicates that 51.6 per cent of the variance in EI can be attributed to the combined influence of ATB, SN, and PBC. Adjusted R Square is often viewed as a more precise measure when comparing models that include different numbers of predictors. It introduces a more stringent penalty for the inclusion of additional variables in the model, thereby mitigating the risk of overfitting.

The ANOVA table (Table 3) shows F = 128.946 and is statistically significant. The result demonstrates that the regression model is statistically significant in explaining the variability in the dependent variable, as evidenced by a high F-value and a p-value of less than 0.001. The model explains a substantial portion of the variation in the dependent variable, suggesting that the predictors (ATB, SN, and PBC) have a significant effect on EI.

The regression coefficient of the analysed data is highlighted in Table 4. Based on Table 4, the regression equation for EI is developed as:

$$EI = \beta \text{ Constant} + \beta ATB + \beta SN + \beta PBC$$
$$= 0.506 + 0.444ATB + 0.216SN + 0.242PBC$$

The equation provided represents a regression model where the dependent variable, Entrepreneurial Intention (EI), is expressed as a function of three independent variables: Attitude towards Behaviour (ATB), Subjective Norm (SN), and Perceived Behavioural Control (PBC). Here is the interpretation of each component of the equation:

***β Constant (Intercept)***: 0.506 - This is the value of EI when all the independent variables (ATB, SN, PBC) are zero. It represents the baseline level of entrepreneurial intention among the study's participants when none of the influencing factors are considered.

***βATB***: 0.444 - This coefficient indicates that for every one-unit increase in ATB, assuming other variables remain constant, EI increases by 0.444 units. This shows a positive relationship between a person's attitude towards entrepreneurship and their entrepreneurial intentions.

***βSN***: 0.216 - This coefficient shows that for each unit increase in SN, EI increases by 0.216 units, assuming other variables are held constant. This highlights the influence of the perceived social pressure or approval of becoming an entrepreneur on entrepreneurial intentions.

***βPBC***: 0.242 - This coefficient suggests that for every one-unit increase in PBC, EI increases by 0.242 units, assuming other variables are constant. This demonstrates the effect of an individual's perceived ease or difficulty of performing entrepreneurial behaviours on their intention to engage in entrepreneurship.

The coefficients provide insights into how much each factor (ATB, SN, PBC) independently contributes to the prediction of EI, with all variables showing a positive influence on entrepreneurial intentions. This model can estimate the likelihood of entrepreneurial activities based on these psychological predictors, each contributing differently to the outcome.

## 6. Conclusion

Based on the analysis and findings from the study using the Theory of Planned Behaviour (TPB) to explore entrepreneurial intentions (EI) among culturally talented students in India, the following conclusions can be drawn:

### 6.1 Strong Influence of Attitudes

The correlation and regression analyses confirm that Attitude towards Behaviour (ATB) is a strong predictor of Entrepreneurial Intention (EI). The positive and robust correlation (0.636) indicates that individuals who have a positive assessment of entrepreneurial activities are significantly more likely to express a higher intent to engage in entrepreneurship. This underscores the importance of fostering positive attitudes towards entrepreneurship in educational settings to enhance entrepreneurial intent among culturally talented students.

### 6.2 Significant Role of Subjective Norms and Perceived Behavioural Control

***Subjective Norms (SN)*** show a substantial impact on EI, with a correlation coefficient of 0.487. This suggests that the social environment, including peer influences and societal expectations, plays a crucial role in shaping entrepreneurial aspirations. Educational institutions and policymakers should consider enhancing supportive communities that encourage entrepreneurial activities.

***Perceived Behavioural Control (PBC)*** also demonstrates a strong correlation (0.535) with EI, indicating that the more control individuals feel they have over the process of initiating entrepreneurial activities, the more likely they are to intend to engage in such activities. Enhancing students' skills, providing resources, and reducing barriers to entrepreneurship could significantly boost their confidence and control, thereby increasing their entrepreneurial intentions.

### 6.3 Interdependence among TPB Variables

The moderate to strong intercorrelations among ATB, SN, and PBC (ranging from 0.400 to 0.478) suggest that these components of the TPB model are not only individually significant but also interactively influence each other in shaping entrepreneurial intentions. Educational programs aimed at enhancing one aspect should consider the interconnected nature of these variables.

## 7. Educational Implications

The study underscores the pivotal importance of entrepreneurship education that transcends mere skill acquisition to foster a nurturing environment conducive to entrepreneurial success. It emphasizes the need for educational frameworks that holistically develop supportive cultures and bolster students' confidence in their entrepreneurial capacities. This

approach is particularly significant in shaping students' perspectives, ensuring they view entrepreneurship as a viable and rewarding career path.

Effective entrepreneurship education should be meticulously crafted to cultivate positive attitudes towards entrepreneurship. This involves integrating curriculum components that emphasize the recognition and exploitation of opportunities, risk management, and innovative thinking. Moreover, such education should aim to strengthen students' belief in the availability of support from their social surroundings, which is crucial for their entrepreneurial journey. This support includes not only academic guidance and resources but also emotional and motivational support from peers, family, and mentors within the community.

Additionally, enhancing students' perceived behavioural control is essential. This can be achieved by providing them with real-world problem-solving experiences through internships, workshops, and interaction with successful entrepreneurs. Such practical exposures are vital in demystifying the entrepreneurial process and equipping students with the resilience and adaptability required in the face of challenges.

For culturally talented students, who may bring unique perspectives and innovative ideas to the table, it is particularly important that the education system recognizes and leverages their potential. Tailoring entrepreneurship education to address and nurture the diverse talents and backgrounds of these students can lead to richer, more diverse entrepreneurial outcomes.

In conclusion, entrepreneurship education must evolve to become more comprehensive, focusing on creating an empowering atmosphere that enhances self-efficacy, builds positive attitudes, and strengthens perceived support and control. This holistic approach will not only equip students with the necessary skills but also the confidence and support needed to embark on successful entrepreneurial endeavours.

## 8. Future Research and Policy Recommendations

This study has affirmed the significant correlations between attitudes toward behaviour (ATB), subjective norms (SN), and perceived behavioural control (PBC) with entrepreneurial intentions (EI), using the Theory of Planned Behaviour (TPB) as a framework. The findings suggest that ATB, SN, and PBC are crucial predictors of EI, particularly among culturally talented students, underscoring the need for targeted educational strategies and policy interventions within academic environments to cultivate entrepreneurial capabilities.

Given these relationships, it is recommended that future research adopt longitudinal methodologies to delve deeper into how fluctuations in ATB, SN, and PBC over time can impact EI. Such studies could provide more dynamic insights into the developmental processes of entrepreneurial intentions and the effectiveness of specific educational interventions over time.

Furthermore, there is a clear opportunity for policymakers and educational leaders to implement policies that enhance an entrepreneurial culture in academic institutions. By doing so, they can provide a supportive environment that nurtures the entrepreneurial spirit and facilitates the growth of future entrepreneurs, leveraging the unique talents and backgrounds of culturally diverse students to enrich the entrepreneurial ecosystem.

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### Authors' Contributions

Study Conception and Design: V. Monica Hepzibah Pushpabai and H. Samuel Thavaraj.
Data Collection: V. Monica Hepzibah Pushpabai.
Analysis and Interpretation of Results: H. Samuel Thavaraj.
Draft Manuscript Preparation: V. Monica Hepzibah Pushpabai and H. Samuel Thavaraj.

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