

**“Entrepreneurship as a career choice :
An analysis of entrepreneurial intention of
post graduate commerce students with
special reference to Ernakulam district”**

*Dissertation Submitted to Mahatma Gandhi University, Kottayam in
Partial Fulfillment of the Requirement for the Degree of*

MASTEROFCOMMERCE

Submitted by

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DECLARATION

I hereby declare that the project work titled **“Entrepreneurship as a career choice : An analysis of entrepreneurial intention of post graduate commerce students with special reference to Ernakulam district”** is a bonafide record of the project work done by me under the supervision of Dr. Presteena Jesna M Jose, Assistant Professor, Department of Commerce, Bharata Mata College Thrikkakara for the partial fulfillment of the requirement for the award of master of Commerce. This project report has not been submitted previously by me for the award of any degree, diploma, fellowship or other similar titles of any other University or Board.

Place: Thrikkakara

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BHARATA MATA COLLEGE, THRIKKAKARA
DEPARTMENT OF COMMERCE

CERTIFICATE

This is to certify that the dissertation titled “ **Entrepreneurship as a career choice : An analysis of entrepreneurial intention of post graduate commerce students with special reference to Ernakulam district**”, submitted by BASIL BABY in partial fulfillment of Master of Commerce to Mahatma Gandhi University, Kottayam is a bonafiderecord of the work carried out under my guidance and supervision at Bharata Mata College, Thrikkakara, Cochin.

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Entrepreneurship as a career choice : An analysis of entrepreneurial intention of post graduate commerce students with special reference to Ernakulam district.

ABSTRACT

Studies and literature show that students' attitudes towards entrepreneurship are influenced by many endogenous and exogenous factors. The study aims to analyze the factors affecting students' attitude to entrepreneurship. Factors considered in this study include motivation,, fear of failure , educational factors, environmental factors and entrepreneurial behaviour to support entrepreneurship. 100 questionnaires were distributed to selected respondents. The main results of the study show that the explanatory factors identified above have a positive and significant effect on the dependent variable. Motivation , educational factors to support entrepreneurship, and environmental factors together accounted for 79.7% of the difference in student entrepreneurial attitudes. So, if the government andor university can develop a strategy around these variables, it is likely that promising is the attitude of students towards creating their own work.

CHAPTER 1
INTRODUCTION

INTRODUCTION

Entrepreneurship is the symbol of strength and business growth. It contributes to economic growth and plays an important role in the development process. It creates employment, creates more opportunities. Entrepreneurs are the founders of business success in modern times. Development is more than just entrepreneurship. Entrepreneurship is one of the main drivers of innovation, products and services and growth. The purpose of this study is to analyse student's intention towards entrepreneurship as a career. There is a trend among the youth to become businessmen. It is due to lack of work, and they do not want to work under the guidance of others. Encourage innovation and entrepreneurship, it turns the student into a competent person, strong enough to face the realities of the outside world.

Through this study, we focus on how and to what extent we approach learning to support, develop and maintain student's entrepreneurial skills and analyse their intentions towards entrepreneurship. The ultimate goal of this study is to understand the learner's experience and views on learning methods, which we use to develop the entrepreneurial skills of the students. Students pay more attention to the practical part of teaching business and satisfaction in general is positively related to students' evaluation of entrepreneurship courses. Student attitude is the metric we use to measure grades. Students are satisfied with business activities. This can be done using various research planning strategies. Here we choose survey methods. Regional development, industrial development and employment generation depend on business development.

While the Indian economy has reached new heights in the past few years, Economic development is not proportional to the expansion of university facilities. . In fact, Indian business education now exists in almost all educational institutions, lack of respect for the industrial and social needs of the country, leading to large-scale unemployment in qualified young professionals in commerce and management, and squander valuable human resources. This trend must be overcome as soon as possible if we are to ensure sustainable development. The challenges posed by the new industrial policy and the globalization of the economy must be effectively addressed. India needs a large number of entrepreneurs to seize new opportunities and create jobs. Government. India expects the emergence of a population under 25 years old as a group of entrepreneurs in the future and job providers. Entrepreneurship and small business development is the major thrust area attracting top priority and full attention of

the Central and State Governments in India through its various agencies like the Ministries and Directorates of Industry, Industrial Development Bank of India, District Industries Centers, National Small Industries Corporation and National Institute for Entrepreneurship and Small Business Development etc. These agencies prima-facie provide the much needed encouragement and assistance in various possible ways not only to the management graduates but also to other individuals trying to set up their own enterprises for generating small business of their own and creating for themselves the opportunities for self-employment by providing services consultancy, manufacture, marketing and exports etc. As entrepreneurship becomes increasingly important in today's economic landscape, this study aims to in a survey of business intentions among commerce graduates in Ernakulam district.

1.1 STATEMENT OF THE PROBLEM

Students who are about to complete their final year have an urgent decision to make their future profession. People who are interested in a business career cannot pursue it due to many reasons including lack of family support, lack of funds etc. Most parents today want their children to become employees of governments or well-known international corporations. This attitude of parents sends most of the youth to work and study as a career option and venture on enterprise. This study was conducted to find out the intention of students towards entrepreneurship and entrepreneurial career. Whether entrepreneurship can be considered as a career in the modern world, many other questions are taken up in this project work. The research is directed towards answering the following questions

- What is the attitude of post graduate commerce students towards entrepreneurship a career option.
- What are the factors that attract students towards entrepreneurial career
- What are the various environmental factors which promote entrepreneurship

1.2 SIGNIFICANCE OF THE STUDY

In the current competitive scene, people are deliberately forced or coerced into their own business. Because they are capable but not employed. Through this they are unable to achieve wealth and self-realization. For people they are also interested in starting a profitable business. There are many untapped opportunities in society that are not explored by the competitors. Those willing to take risks will reap greater rewards. When entering into Business, one can earn more income by offering more innovative ideas, They can create their own signature in the society.

1.3 SCOPE OF THE STUDY

The purpose of this study is to ascertain the intention towards entrepreneurship and the entrepreneurial careers among the post graduate commerce students undergoing their studies in Ernakulam district .

1.4 OBJECTIVE OF THE STUDY

This study is undertaken with the following specific objectives :

- To study the attitude of students towards entrepreneurship as a career option.
- To find out the factors that attract students towards entrepreneurial career.
- To study the various environmental factors which promote entrepreneurship among post graduate commerce students.

1.5 HYPOTHESES OF THE STUDY

Following are the null hypotheses for the study:

HO1: There is no significant relationship between Motivation and entrepreneurial intention

HO2: There is no significant relationship between Fear of failure and entrepreneurial intention

HO3: There is no significant relationship between Educational system and entrepreneurial intention

HO4: There is no significant relationship between Environmental system and entrepreneurial intention

HO5: There is no significant relationship between entrepreneurial behavior and entrepreneurial intention

Figure 1.1 Hypothesized Model



1.6 RESEARCH METHODOLOGY OF THE STUDY

This study tries to look out the influence of factors that influence entrepreneurial intention among PG students. During this study, five independent variables and one dependent variable are tested. Dependent variable is entrepreneurial intention, and independent variables are motivation,, fear of failure, environmental factors, entrepreneurial behavior and educational factors

1.6.1 Sample

A sample of post graduate commerce students in Ernakulam district is taken for this study.

1.6.2 Sample Design

For this study, 100 samples were selected by using convenience sampling method from the total population

1.6.3 Method Of Data Collection

Data are collected from the respondents irrespective of their age and gender using structured questionnaire prepared digitally in google forms. Google form questionnaire were sent to respondents and response were taken from google response sheet.

1.6.4 Source Of Data

Sources of information are mainly classified into two:

1.6.4.1 Primary data

In this study primary data was collected using structured questionnaire. Out of the responded questionnaire, 100 were selected after sorting the incorrect and incomplete google forms. Responses on various measures used in the study is obtained on 5 point scale, on the basis of strongly agree (5), agree (4), neutral (3), disagree(2), and strongly disagree(1).

1.6.4.2 Secondary data

Secondary data for the study was collected from various books, various articles published in online journals, Magazines, and websites.

1.7 TOOLS FOR ANALYSIS

The primary data collected were statistically coded, processed, classified, tabulated and analysed by using statistical and mathematical tools and techniques like percentages, mean, mode and standard deviation. In this study, tables and statistical results were derived with the help of the software called Statistical Package for Social Science (SPSS).

1.8 LIMITATIONS OF THE STUDY

Some of the limitations of the study:

- Time and resources factors are the most limiting one for the study
- Some students are hesitate to fill the questionnaire
- The findings of the study are based on the response of the respondents, which might have their own limitations. The attempted objectivity has naturally been constrained.

1.9 CHAPTERISATION

For the convenience of the study and the analysis the work is divided into four different chapters.

Chapter 1 – Introduction

This provides an introduction to the study. It provides details including problem statement, relevance, scope, objectives, hypotheses, research methodology, limitations, study data analysis method and chapter presentation scheme.

Chapter 2 – Literature Review and Theoretical Framework

It includes various previous studies related to the topic and also includes the concept, definition, meaning of entrepreneurship and business plan, which were obtained from various published sources and serve as secondary data for the study.

Chapter 3 – Analysis and interpretation of data

This explains the examination and analysis of data to obtain the objectives of the study. The analysis of the study is done using software called Statistical Package for Social Science (SPSS).

Chapter 4 – Findings, Conclusion and suggestions

It is the final chapter that presents the findings, suggestions and conclusions resulting from the study from the study

CHAPTER II
THEORETICAL OVERVIEW

THEORETICAL OVERVIEW

2.1 THEROTICAL FRAMEWORK

2.1.1 Entrepreneurship–MEANING

Entrepreneurship is the ability to develop, organize and manage a business organization in order to make a profit. It's the process of being an entrepreneur, one who always looking for something new and uses such ideas to the best of his ability through accepting risks and uncertainties in the business. Entrepreneurship is the sum of the entrepreneur plus the firm. Land, labour, natural resources and capital profits are related to entrepreneurship. They can earn profits. Entrepreneurs have the ability and willingness to jointly create, manage and succeed in a start-up with risk qualifies for profit. Most of the universities promotes entrepreneurship . Universities have the responsibility to ensure the relevance of entrepreneurship among students. It helps to improve their skills and thinking. Entrepreneurship improves economic performance by creating jobs and their by increase standards of living. Entrepreneur serves as an agent of social justice. Entrepreneurship education has grown in most countries. Most of the expansions during this period are considered to be global governmental belief in a positive impact. Entrepreneurship education helps students from all walks of socio economic backgrounds, because it teaches students to think creatively and nurture extraordinary talent and skill. It developed into an academic and educational area. Business intent is to direct one's attention to a specific audience. The main aim of this study is to explore the main factors affecting students' intention to create a new business. Entrepreneurship increases students' willingness to start new business. Entrepreneurship education is growing. Higher Educational institutions began to provide formal training in business and Includes it as one of the subjects in the business curriculum and other courses, Organize seminars and training for students. Entrepreneurship is vital to economic growth, productivity and social development. Entrepreneurship is personally motivated, willing to take risks and returns to improves standard of living. Entrepreneurship creates job opportunities and plays an important role in economic development of country.

Promoting entrepreneurship education

Entrepreneurship education aims to equip students with the skills to motivate and knowledge to inspire success in business fields. Education in the field of entrepreneurship is mainly aimed at development understand the behaviour and skills of entrepreneurs. Education is a key issue. Schools should announce that being an employee is not the only option after the post graduation. Benefits of being an entrepreneur should be boosted. Then the hopes of these young entrepreneurs of those who took the risk of starting their own business should disappear. Fair role models should be provided to those who are still hesitant about their potential among the young entrepreneurs to help them gain confidence and show them what it is indeed possible to become a successful entrepreneur even in their young ages. Entrepreneurship education is meant to change student behavior to a preferred direction. Therefore, the objectives of an entrepreneurship is encouragement students to create jobs to overcome the problem of unemployment and change students mind-set from finding a job to creating a job after the education . Therefore learning an entrepreneurship is a combination of skill development and change in mind-set from job seeking to job creation.

2.1.2 Characteristics of an Entrepreneur

- **Ability to take risk**

Starting any new business venture carries a significant risk of failure. Therefore, an entrepreneur must be brave and capable of assessing and taking risks, which is an integral part of entrepreneurship.

- **Innovation**

Generating new ideas, building a business and generating profits must be highly creative. The change could be the introduction of a new product to the market or a process that does the same thing in a more efficient and cost-effective way.

- **Visionary and leadership quality**

To be successful, an entrepreneur must have a clear vision for his new business. However, bringing an idea to life requires a lot of resources and staff. Here, leadership quality is paramount, because leaders lead their employees on the right path to success.

- **Open-minded**

In business, every situation can be an opportunity and use it to your advantage. For example, Paytm recognized the severity of monetization and realized that there would be more demand for online transactions, so they took advantage of the situation and grew significantly during the period.

- **Flexible**

Entrepreneurs must be flexible and open to changes depending on the situation. To stay on top, an entrepreneur must be willing to change products and services as needed.

- **Know your product**

The owner of the company must know the products offered, as well as be aware of the latest trends in the market. It's important to know if an existing product or service meets the needs of the current market, or it's time to improve it a bit. The ability to take responsibility and then make the necessary changes is an essential part of being an entrepreneur.

2.1.3 Importance of Entrepreneurship

- **Creation of Employment**

Entrepreneurship creates jobs. It provides entry-level work needed to gain experience and train unskilled workers.

- **Innovation**

As an innovation center, it ensures the creation of new products, markets, technology and product quality, improving people's living standards.

- **Impact on Society and Community Development**

A society becomes larger if the employment base is large and diverse. This causes changes in society and promotes amenities such as higher education costs, better sanitation, fewer slums, and higher levels of home ownership. In this way, entrepreneurship helps the organization to have a more stable and quality community life.

- **Increase Standards of Living**

Entrepreneurship helps to improve one's standard of living by increasing income. Standard of living is understood as the increase in household consumption of various goods and services in a given period.

- **Supports Research and Development**

New products and services must be researched and tested before they hit the market. Therefore, entrepreneurs allocate funds for research and development in research institutes and universities. Thus it promotes research, overall construction and economic development.

2.1.4 Qualities of a Successful Entrepreneur

- **Willpower**

Willpower is the key to success. It is a strong will to succeed. Despite many failures, the entrepreneur never loses the will to act.

- **Management**

Management is the ability to plan, develop goals and then execute them.

- **Obsession**

An entrepreneur who is obsessed with his ultimate goals and vision will make others believe in them. Mind. Entrepreneurs must have early intuition, be able to make good decisions, and be able to work productively with others.

- **Confidence**

An entrepreneur is confident, confident in his abilities, able to look to the future and make good plans. A confident person gives you more confidence.

- **Commitments**

An entrepreneur is committed to his goals, working hard and hard, day and night to achieve them.

- **Inspiration**

Business requires inspiration and creativity, which will lead to better products and better results.

- **Flexible**

Creating a product that meets the needs of the market requires flexibility. This quality is very important. Stubborn, inflexible people are not good entrepreneurs.

- **Decisiveness**

When you're an entrepreneur, there's no room for procrastination and neither should employees. You will feel comfortable taking action when necessary. This means you can prioritize tasks and make quick decisions. (It helps to be organized.)

- **Professionalism**

Professional is a quality that all good entrepreneurs must have. Entrepreneurs mannerisms and behaviour between employees and their customers contribute significantly to the development of cultural culture.

- **Risk-taking**

The ability to take risks is very important for an entrepreneur. Without the desire to discover the unknown, it is impossible to discover the unique. And this uniqueness could be the key. Risk involves many things. The use of unconventional methods also involves risks. Investing in ideas that no one else believes in is also risky.

2.1.5 Types of Entrepreneurs

A. Based on Business Type:

- **Trading Entrepreneurs**

Trader refers to a person who conducts a commercial activity. Entrepreneurs of this type often buy finished products from manufacturers in bulk at a certain discount. They then sell these products directly or through for-profit retailers or suppliers. A business entrepreneur often acts as an intermediary between a producer and a buyer. This could be a wholesaler, retailer, agent, etc.

- **Manufacturing Entrepreneurs**

The founder of a product manufacturing company is known as a manufacturing entrepreneur. Entrepreneur-manufacturers analyse market or customer needs and produce products that meet those needs using a variety of resources or technologies. Simply put, manufacturing entrepreneurs process raw materials into finished products according to customer needs.

- **Agricultural Entrepreneurs**

Agribusiness refers to a type of entrepreneur primarily engaged in agricultural business. They engage in a wide range of agricultural activities such as farming, irrigation, agricultural production, mechanization, technology, etc.

B. Based on Technology

• Technical Entrepreneurs

Such entrepreneurs are called technology entrepreneurs, who are used to create and continue to produce, mainly based on science and technology. These entrepreneurs develop new ideas and turn them into technological innovations and inventions. They are always working to create new production methods in the field of technology and science. In addition, they also produce products that can help ordinary citizens and other non-tech entrepreneurs in their business.

• Non-Technical Entrepreneurs

As the name shows, entrepreneurs do not configure and not launch businesses based on science and technology called nonsense of entrepreneurs. In short, entrepreneurs are non -blood vessels are people working on innovations with traditional methods. They tend to use alternative and exemplary marketing methods and use non-technical distribution strategies to interact directly with customers. Ultimately, this helps them survive and thrive in a competitive market. In addition, they improve relationships and meet customer needs.

C. Based on Ownership

• Private Entrepreneurs

When an entrepreneur starts something personal, such as starting a business, he is called a private entrepreneur. A sole proprietor is the sole person acting as the sole owner in the commercial enterprise and bears the associated risks.

• State Entrepreneurs

When the state or government is involved in a business or industrial enterprise, it is called a

“state enterprise”. In this case, the state is the sole owner of the company and bears all the profits and losses associated with it.

- **Joint Entrepreneurs**

When a business or industrial enterprise is established and operated by a private enterprise and the government, it is called a joint venture. The parties involved are called joint venture partners. In this case, the risk and profit are shared by both parties. However, the percentage of shares usually depends on the type of business and the agreement between the two parties.

D. Based on Gender

- **Men Entrepreneurs**

When any business venture is created, led and managed by men, these people are known as male entrepreneurs.

- **Women Entrepreneurs**

When any business venture is started, run and managed by women, those women are known as businesswomen. In addition, if the percentage of women in the capital is at least 51%, they can also be called female entrepreneurs.

E. Based on Enterprise size

- **Small-scale Entrepreneurs**

If an entrepreneur has invested up to 1 crore to set up a business including plant and equipment, that entrepreneur is called a small entrepreneur.

- **Medium-scale Entrepreneurs**

If an entrepreneur has invested from 1 core to 5 cores to set up the business, including facilities and equipment, then the entrepreneur is called a medium-sized entrepreneur.

- **Large-scale Entrepreneurs**

If an entrepreneur has invested more than 5 crops at the beginning of the business, including factories and cars, such an entrepreneur is called a large businessman. This includes any investments over 5 crores.

F. Based on Clarence Danhof Study

- **Innovative Entrepreneurs**

Creative entrepreneurs, also known as innovators, refer to a type of entrepreneur who often enters the market with new ideas or innovations. In particular, they create new products, find new production methods, create new markets and restructure the company. These entrepreneurs are always looking for innovation and invest time and money in research and development.

- **Fabian Entrepreneurs**

Fabian entrepreneurs are defined as the types of entrepreneurs who are often reluctant to introduce changes in their business methods. They are very careful when applying any approach and careful when making any changes. These entrepreneurs are known not to make hasty decisions. They only pretend to change strategy when it is completely clear that there will be no harm in not doing so.

- **Drone Entrepreneurs**

Drone entrepreneurs are defined as those unwilling to embrace any commercial technological change. They strictly follow their traditional development, production or marketing strategies or methods. These entrepreneurs feel or experience the pride and tradition of the old ways of doing business.. As a result, those in the drone business sometimes suffer losses, but they do

not change the current method.

Other types of Entrepreneurs

• Solo Operators

Often start businesses alone. However, these entrepreneurs employ few workers if the need arises. This is the most common type of entrepreneur and most people start a business as a sole proprietor.

• Active partners

Active partners are entrepreneurs who start businesses together. This may involve two or more people. However, each person should have an equal share in running the business. In addition, when entrepreneurs support each other only with money, without actively participating in the operation of the business, they are simply called “partners”.

• Inventors

Inventors are productive businessmen and invent new products with their abilities and ingenuity. These entrepreneurs tend to be primarily interested in innovative strategies.

• Challengers

Candidates include entrepreneurs who are looking for new opportunities in the company's business ventures including manufacturing, distribution and marketing. As soon as the assigned task is achieved, they begin to assign and absorb the new task.

• Buyers

Among the buyers were entrepreneurs who did not like to take too much risk in the start-up factories. Basically, these entrepreneurs buy existing businesses, pay a decent amount and get started. This ultimately reduces the risk of starting a new venture as an existing business tends to have more business value and customer reach.

- **Researchers**

Scientists are entrepreneurs who believe in facts and figures based on business research. These entrepreneurs analyse every aspect of the venture and spend enough time gathering enough information to make solid predictions. They then apply their detailed work and insights to bring the product to market. Researchers tend to fail the least because they leave no room for error. They collect information and analyse every opinion from every angle based on every aspect.

- **Life-timers**

Lifetime embraces entrepreneurs who consider business an integral part of their lives. In particular, these entrepreneurs often learn skills from older people and run family businesses. These entrepreneurs often consider their business a family tradition.

2.1.6 Risk involved in Entrepreneurship

- **Financial Risk**

Entrepreneurs will need money to start a business in the form of loans from investors, savings or family funds. The founder will have to wear his “game skin”. Every new business should have a financial plan as part of its overall business plan that outlines sales projections, cash needed to break even, and expected returns for investors.

- **Strategic Risk**

An impressive business plan will appeal to investors. However, we live in a dynamic and rapidly changing world where strategies can quickly become obsolete. Changes in the market or the business environment may result in the chosen strategy being incorrect and the company may have difficulty in achieving the set goals.

- **Technology Risk**

Especially during the Fourth Industrial Revolution, new technologies continue to emerge. Some of these changes have been described as “paradigm-switching” or “disruptive” technologies. To be competitive, a new company may have to make significant investments in new systems and processes, which can have a significant impact on profitability.

- **Market Risk**

Many factors that can influence the market for product or service. Economic ups and downs and new market trends threaten new ventures, and a certain product may be popular one year but not the next. For example, when there is an economic downturn, people are less likely to buy luxury items or necessities. If a competitor releases a similar product at a lower price, it can gain market share. Entrepreneurs must conduct market analysis to assess market factors, demand for products or services, and customer behaviour.

- **Competitive Risk**

An entrepreneur must always be aware of his competitors. If there were no competitors, there might be no demand for the product. If there are several larger competitors, the market may become saturated or the company may find it difficult to compete. In addition, entrepreneurs with new ideas and innovations must protect their intellectual property by applying for patents to protect themselves from competition.

- **Reputational Risk**

A company’s reputation is everything, and this can be especially true when a business is just starting out and customers have pre-existing expectations. If the new company disappoints consumers in the early stages, it may never be adhered to. Social networks play a huge role in business relations and mouth -to -mouth marketing. A negative tweet or post from an unhappy customer can lead to huge loss of revenue. Reputational risk can be managed with strategies for communicating product information and building relationships with consumers and other stakeholders.

- **Environmental, Political and Economic Risk**

Some things cannot be controlled with a good business plan or proper insurance. Earthquakes, tornadoes, hurricanes, wars, and recessions are some of the risks that new businesses and entrepreneurs can face. An underdeveloped country may have a strong market for a product, but these countries may be volatile and uncertain, and logistics, tax rates, or tariffs may impede trade depending on the political climate at the time.

2.1.7 Challenges of Entrepreneurship

- **Lack of finance**

This is the first critical and inevitable situation for a start-up. You can never run a business without enough money. You can manage your capital from many sources like family members, friends, bank loans, To venture capital, business angels, etc. And currently, the most effective and strategic way is crowdfunding.

- **Lack of infrastructural facilities**

There are several accessibility issues: Lack of infrastructure: no electricity, no running water, bad roads, etc. The cost of Internet access and communication projects may be prohibited.

- **Lack of business knowledge**

It is generally accepted that starting a business is easy. But when you don't have the right business knowledge, the actual scenario is a bit different than people think.

- **High degree of Competition**

Most entrepreneurs do not know or understand the necessity of competitive analysis and how to conduct it. But when you don't know who is minimizing your sales by defrauding customers, it can be a serious threat to your business. In fact, sometimes the sense of analysing competitors and observing them can help convince investors of a company's potential for growth in the

near future.

- **Lack of quick and prompt decision making**

Quick decision is crippled and one of those decisions can take your business off the field or take you to the pinnacle of success.

- **Lack of Technology**

No matter what type of business you run, from physical to service delivery, you should use technology for everything, such as marketing or product development. And in this situation, if you don't have basic technical knowledge, you can fall behind the competition.

- **Lack of entrepreneurial mindset**

Successful entrepreneurs are also competitive. It doesn't sound like a threat, but some people fear failure. On the other hand, you cannot succeed by avoiding failure. Their mindset must be strong enough to accept failure with passion and hard work.

- **Lack of skilled labours**

Lack of a qualified workforce can slow down a company's growth. In the CME survey, manufacturers identified three main consequences of skills shortages: forced hiring of unsuitable candidates, loss of production capacity, and less investment in business and development.

Review of variables

Entrepreneurial Intention

Aizen (1991) defined attitude as a person's level of positive emotions or negatively evaluate certain behaviors. This is the meaning of this article students' thoughts and feelings about entrepreneurship. It can be a behavioral trait divided into senses and instruments. Impressive attitude whether or not people find the behavior attractive. On the other hand, the comparison of instruments indicate whether the behavior is beneficial or harmful. Attitude Behavior(or) is

an important component related to the feeling of desire.

ability to influence business intentions. According to Santos et al (2016) and Lineyou (2011a), ATE has a positive effect on EI

Entrepreneurial behaviour

The third and most important factor identified by Aizen (1991) is emotion behavioral control. PBC examines the perceived likelihood of performance characteristics and closely related to self-esteem (Krueger et al., 2000). CPB felt easy or difficult to become an entrepreneur (Ajzen, 1991). Don't care

Some researchers attribute PBC to self-efficacy, especially Aizen (2002) consider wider designs as they include perceived control behavior Santos et al. doctor (2016) and Lin'an i. (2011a), PBC is positive

It has a positive effect on EI. In general, the more favorable the attitude and SN, the better. Mental control, one's intention is strong to do it. Behavior (Bosnjak et al., 2020).

Entrepreneurial Education

Entrepreneurship training deals with teaching entrepreneurial thinking and skills (Bae et al., 2014). It includes "pedagogical programs or educational processes. "Entrepreneurial attitude and skills (Fayol et al., 2006, p. 702). Debate about can education promote entrepreneurship, as previous studies have contradicted some empirical studies that have shown positive. The effect of EE (Blok et al., 2013; Iakovleva and Kolvereid, 2009; Kolvereid and Moen, 1997; Suitaris et al., 2007; Valier, 2016; Walter and Dohse, 2012), reported by others the relationship is negative or not statistically significant (Oosterbeek et al., 2010; von Gravenitz Etal., 2010). (2014) in their meta-analysis suggested that EE was positive related to business intentions. Upon etal. et al (1995), 40% of people took entrepreneurship courses. Start your own business. Linyan (2008) explained that EE can shape students' attitudes intentions and intentions, as well as the Previous studies show this certain policies and practices that support universities can foster entrepreneurship. Student-to-student relationships in areas such as technology transfer departments and faculty advisors (Mian, 1996); university incubators and financial resources (Mian, 1997); and university Venture capital (Lerner, 2005). Curriculum Entrepreneurship and Entrepreneurship The nervous support provided by universities is an effective way to get what you need. Entrepreneurship education and youth entrepreneurship. Neutral career (Henderson & Robertson, 1999; Lin & Si, 2014). The impact of education

University environment for promising entrepreneurs and networks. The relationship between

university aid and support and recruitment of new companies has attracted the attention of the academic community (Trivedi 2014). Trivedi (2016) found that University environment and support the positive influence of NBK. Zhang et al found (2014). Positive relationship between EA and entrepreneurial intention among students. Self Employed / Parenting Model

Motivation

Motivation plays an important role in stimulating entrepreneurial intentions among students. As they begin their learning journey, a powerful combination of factors such as a desire for autonomy, a passion for innovation, and a pursuit of financial rewards can spark an entrepreneurial spark. The prospect of starting their own businesses allows GUT students to channel their academic knowledge and skills into real-life applications, fostering a sense of purpose and satisfaction. In addition, the pull of significant social influence combined with the opportunity for personal growth serves as a powerful catalyst for entrepreneurial aspirations. Nurturing and using this momentum can lead to a boom in entrepreneurial activity, propelling GUT students into successful business.

Fear of Failure

Fear of failure often obscures the entrepreneurial intentions of fresh graduates. Despite their strong academic background, these students may be hesitant to start a business out of fear of failure. The pursuit of success coupled with the uncertainty of starting a business can increase their fear. Overcoming this fear requires a supportive environment that encourages risk-taking, resilience, and the ability to learn from mistakes. By fostering a culture where entrepreneurship is seen as a valuable learning experience, universities can help reduce fear of failure and enable graduates to confidently pursue their ambitions. Its business aspirations.

Environmental Factors

Environmental factors play a key role in forming students' entrepreneurial intentions. The surrounding ecosystem, including its cultural, economic and social aspects, significantly influences their entrepreneurial tendencies. Meeting successful entrepreneurs, support networks, available resources, and access to mentorship programs can inspire and fuel entrepreneurial aspirations. In addition, local business policies, economic conditions, and the prevalence of innovative startups in the region can also influence students' perceptions of their ability and desire to choose a path. Starting a business. Therefore, understanding and exploiting these environmental factors is essential for universities and policy makers to successfully

develop entrepreneurship intentions among students.

Review of literature

- **Nikolous and Luthje (2004)**, In their study, they compared entrepreneurship Intentions of two German university students. Three architectures are used in their work is an attitude towards self-employment, an attitude of willingness to take risks, need for independence and control. The result is the student's entrepreneurial intentions are stronger and more ambitious in terms of business growth.
- **Thompson (2004)**, He emphasizes that if attitude complements intention, then this will lead to an increase business qualities. Intention is an essential element of entrepreneurship .
- **Evan D (2005)**, He investigates that importance of entrepreneurial intention and self- efficacy of individual's intention towards entrepreneurship. The result finds that those who prefer more income, more independence and more ownership have high intention towards entrepreneurship.
- **Fitzsimmons and Douglas (2005)**, He finds the evidence that attitudes towards ownership , Independence and income related to the person's intention to participate in entrepreneurial activities .
- **Veciano and Urbano (2005)**, He states that entrepreneur's in family or among relatives foster intention towards entrepreneurship.
- **Souitaris , Zerbinati and Andreas (2007)**, find that entrepreneurship Education stimulates subjective norms and desires of students business by providing them with knowledge, skills, and a sense of persuasion which will inspire them to choose entrepreneurship as a career path.
- **Basu and Virik (2008)**, mention that entrepreneurship education can improve attitudes towards entrepreneurship.
- **Zaidatol Akmaliah Lope Pihie (2009)**, a study to determine the self-sufficiency perception

and entrepreneurial intentions of undergraduate students. The findings indicates that those perceived entrepreneurship need to be learnt at university have high mean score. It also suggest that to improve university students entrepreneurial intention, certain teaching strategies to be included.

- **Sarah Thebaud (2010)**, Through this study she evaluates how cultural beliefs about gender and entrepreneurship influence self- assessment of entrepreneurial ability and also it's extents for the gender gap in business start-ups. The result found that women are less likely to perceive themselves as able to be an entrepreneur and they hold themselves to stricter standard of competence while compared to men.

- **Daniel Badulescu, Mariana Vancea (2013)**, Through this paper, they investigates whether entrepreneurship is effectively considered as career option and how realistic are the self – assessment and self- efficacy in this regards.

- **Rohit H Trivedi (2017)**, This study seeks to understand the influence of three factors a) barriers, b) exogenous environment and university environment on the formation of entrepreneurial intention of management students. Trivedi (2016) found that University environment and support the positive influence of NBK. Zhang et al found (2014). Positive relationship between EA and entrepreneurial intention among students. Self Employed / Parenting Model

- **Krueger and Carsrud (1993)**, emphasizes that entrepreneurship training and participation in entrepreneurship classes can significantly increase students' entrepreneurial intentions. He also emphasizes that personal motivation plays an important role in the development of entrepreneurial intention.

- **Johan Wiklund and Dimo Dimov (2011)**,highlights the importance of this fear, indicating that it can prevent people from taking the necessary steps to start a new business venture.

- **Linan and Chen (2009)**, found a positive correlation between educational attainment and entrepreneurial intention, suggesting that higher education instills the confidence and skills needed to succeed.

- **Shook, Priem and McGee (2003)**, has emphasized the importance of these factors. Their research shows that having a supportive startup ecosystem, access to mentors, available resources, and exposure to success role models strongly influence students' entrepreneurial tendencies.

- **Krueger and Brazil (1994)**, highlights that intrinsic motivations, such as a strong desire for autonomy and a penchant for innovative ideas, are the main motivations that drive GUT students to view review business projects.

- **Zhao, Seibert and Hills (2005)**, sheds some light on this phenomenon. In their study, *The Mediating Role of Self Competence in Developing Business Intentions*, the authors found that fear of failure negatively affects self-efficacy, thus making reduce people's ability to engage in business activities.

- **Liñán and Fayolle (2015)**, they highlighted the significance of academic programs and curricula that emphasize entrepreneurship, which in turn heightened students' interest and motivation to engage in entrepreneurial activities.

- **Aizen (1991)** , defined attitude as a person's level of positive emotions or negatively evaluate certain behaviors. The third and most important factor identified by Aizen (1991) is emotion behavioral control. PBC examines the perceived likelihood of performance characteristics and closely related to self-esteem

- **Linyan (2008)**, explained that EE can shape students' attitudes intentions and intentions, as well as the new Fr. Previous studies show this certain policies and practices that support universities can foster entrepreneurship.

- **Gravenitz Et al., 2010**),in their meta-analysis suggested that EE was positive related to business intentions. Upon etal. Et al (1995), 40% of people took entrepreneurship courses.

HO1:There is no significant relationship between Motivation and Entrepreneurial Intention

TableNo.2.2.1.1 Measure of Motivation

Sl. No	Measures/Items	Reference
1	Do any of your family members or close relatives own a business	Krueger and Carsrud (1993)
2	My family and friends support me to start my own business	
3	Income security and Financial Success	
4	Recognition and Status	
5	Independence and autonomy	

Source: From existing Review of Literature

2.2.1.1 Motivation

Many researchers have delved into the field of student entrepreneurship intentions, elucidating the key role motivation plays in shaping their aspirations. A famous study by Krueger and Carsrud (1993) emphasizes that personal motivation plays an important role in the development of entrepreneurial intention. Their research shows that factors such as self-confidence, desire for autonomy, and propensity to take risks contribute to the formation of entrepreneurial intentions among GUT students. Furthermore, Bandura's theory of self-efficacy emphasizes the importance of cognitive competence and confidence in turning intentions into action, suggesting that strong self-efficacy can promote entrepreneurial endeavors. Taken together, these studies highlight an intrinsic link between motivation and entrepreneurial intention, suggesting that developing a strong motivational framework is

essential to motivating GUT students. towards successful business goals.

HO2: There is no significant relationship between Fear of Failure and Entrepreneurial Intention

Table No. 2.2.1.2 Measure of Fear of Failure

Sl. No.	Measures/Items	Reference
1	Venturing into entrepreneurship is a risky projects	Wiklund and Dimo Dimov (2011)
2	Lack of finance is one of the main reasons why many students don't start a business or firm	
3	Lack of confident among their own skills and ability is another limitations while pursue an entrepreneurial career	
4	Lack of business knowledge	
5	It is really difficult to get finance or loans for starting a new business venture	

Source : From existing review of literature

2.2.1.2 Fear of Failure

The fear of failure can be a major obstacle to a student's entrepreneurial aspirations. A study by Johan Wiklund and Dimo Dimov (2011) highlights the importance of this fear, indicating that it can prevent people from taking the necessary steps to start a new business venture. This phenomenon is especially true for recent graduates, who often face high academic expectations and pressure. The fear of failure can be related to the fear of financial loss, tarnished reputation, or wasted time and effort. Therefore, overcoming and alleviating this fear through targeted support systems, counseling and facilitation is critical to helping graduates confidently seize

business opportunities and turn their innovative ideas into successful business ventures.

HO3: There is no significant relationship between Educational Factors and Entrepreneurial Intention

Table No. 2.2.1.3 Measures of Educational Factors

Sl. No.	Measures/Items	Reference
1	Does your institute promotes entrepreneurship and encourages ideas	nan and Chen (2009)
2	I personally consider entrepreneurship to be highly desirable career alternative for people with my education	
3	Does your institution provide training with DIC, MSME-DO, NSIC, SISs, SIDBI, KITCO and KFC	
4	Does your institution provide entrepreneurial education	
5	Does your institution provide entrepreneurial education programs	

Source: From existing review of literature

2.2.1.3 Educational Factors

Many studies related to the impact of educational factors on the entrepreneurial intention of GUT students. Research by Krueger and Carsrud (1993) emphasizes that entrepreneurship

training and participation in entrepreneurship classes can significantly increase students' entrepreneurial intentions. In addition, a study by Linan and Chen (2009) found a positive correlation between educational attainment and entrepreneurial intention, suggesting that higher education instills the confidence and skills needed to succeed. run the business. Together, these findings highlight the key role education plays in shaping GUT students' entrepreneurial intentions, indicating that the right educational programs and programs can play a key role in business culture development.

HO4:There is no significant relationship between Environmental Factors and Entrepreneurial Intention

TableNo.2.2.1.4 Measures of Environmental Factors

Sl.No.	Measures/Items	Reference
1	It is really difficult to raise capital	Shook, Priem and McGee (2003)
2	Entrepreneurship can be considered as an career option in today's globalized world	
3	High interest on bank loan for financing the business prevent from starting a business	
4	Lack of government support	
5	Frequent change of rules and regulations in business field	

Source: From existing review of literature

2.2.1.4 Environmental Factors

Environmental factors play an important role in the formation of business intentions of GUT students. An important study by Shook, Priem and McGee (2003) has emphasized the importance of these factors. Their research shows that having a supportive startup ecosystem, access to mentors, available resources, and exposure to success role models strongly influence students' entrepreneurial tendencies. GUT member. In addition, the research highlights the importance of university programs and curricula that promote entrepreneurial thinking, as well as networking opportunities that connect students with potential employees and investors. Essentially, the study highlights how a supportive environment can effectively stimulate and develop entrepreneurial intentions among GUT students, ultimately facilitating the growth of companies. and innovative startups.

HO5: There is no significant difference between Entrepreneurial Behavior and Entrepreneurial Intention

TableNo.2.2.1.5Measuresof Entrepreneurial Behavior

Sl.N o.	Measures/Items	Reference
1	Those who cannot get decent job venture into entrepreneurship	Lin'an i. (2011)
2	I personally consider entrepreneurship to be highly desirable career alternative	
3	It is more beneficial to society to have large enterprise than small firms	
4	If I get support from government I will commence business	
5	What type of business operation you are going to commence	

Source: From existing review of literature

2.2.1.5 Entrepreneurial Behavior

Many researchers have delved into the field of entrepreneurship behavior and its impact on graduate students' entrepreneurial intentions. One such study by X et al. year, shedding light on the complex relationship between education and entrepreneurial aspirations. The study highlights that the dynamic relationship between formal education, personal characteristics and external factors significantly influences students' entrepreneurial intentions. These results highlight the importance of developing entrepreneurial ecosystems in educational institutions, providing mentoring, resources, and hands-on learning opportunities to improve entrepreneurial mindsets and behaviors among post graduate students.

TableNo.2.2.1.6 Measures of Entrepreneurial Intention

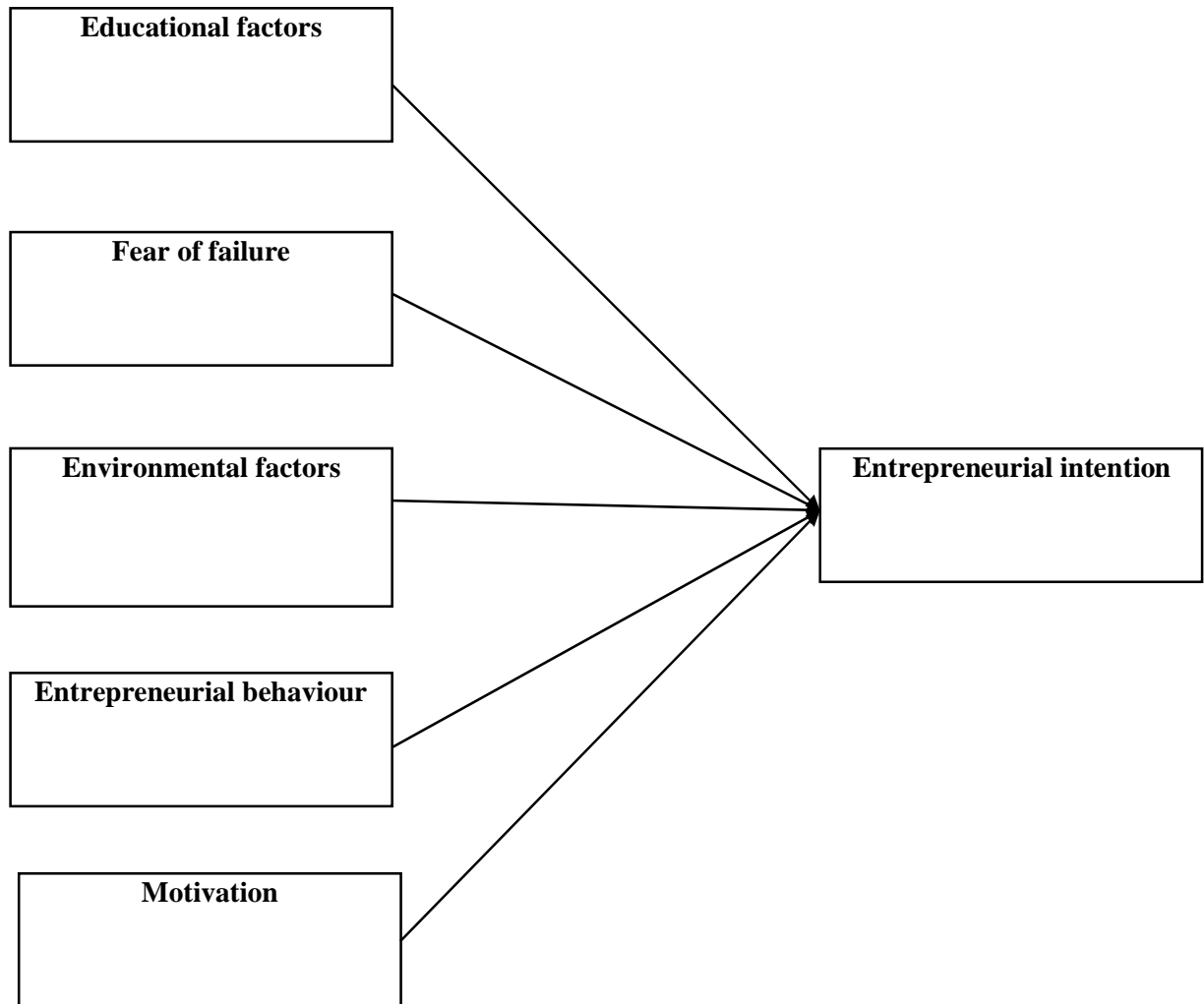
Sl. No.	Measures/Items	Reference
1	Would you like to commence business immediately after graduation	Santos et al (2016)
2	If I had opportunity and resource I start a business	
3	If I had enough government support through grant subsidies and concessions, I start business	
4	If I get sufficient infrastructure and technology I would start business	
5	If I get financial support I start business	

Source: From existing review of literature

2.2 MODEL FOR VALIDATION

Based on the above identified variables and review, the following model was developed for validation.

Figure 2.1 Model for validation



Source: Compiled by the researcher based on extensive review

2.3 SUMMARY

This chapter reviews the literature and theoretical background. This chapter is basically divided into three parts: theoretical background, literature review and model development. Within the theoretical framework, theories related to the research topic are identified from secondary data related to the topic. Several previous studies from various sources were then reviewed and the means used in the study were identified. This provides a comprehensive idea and structure for achieving the project's goals. A literature review helped design a fit-for-purpose questionnaire. The variables or structures mentioned here are measured using the items identified in the previous review. In summary, all previous available studies were reviewed to make them valid hypothesis models and to fill gaps in the literature.

CHAPTER III
DATA ANALYSIS AND
INTERPRETATION

DATA ANALYSIS AND INTERPRETATION

This chapter is devoted to the analysis of the collected data. The data was analyzed in three different steps. The first part is profile analysis, which includes a brief analysis of the demographic profile of the sample of respondents. In the second part, a descriptive analysis and verification of the measure's reliability is performed. In the third part, the hypothesis proposed at the beginning was tested and the model was confirmed.

Section I

3.1 DEMOGRAPHIC PROFILE OF THE RESPONDENTS

3.1.1

Table 3.1.1 Gender

Gender	Frequency	Percentage
Male	28	28.0
Female	72	72.0
Total	100	100.0

Source: Primary Data

Table 3.1.1 presents the gender wise composition of respondents. Out of total 100 respondents 28 per cent are distributed by male and another 72 per cent by females. It is evident that female respondents are more.

Table 3.1.2 Age

Age	Percent	Valid Percent	Cumulative Percent
20-22	66	66.0	66.0
23-25	28	28.0	28.0
Above 25	6	6.0	6.0
Total	100	100.0	100.0

Source : primary data

Table 3.1.2 presents the age wise composition of respondents. Out of total 100 respondents, 66per cent are distributed by age between 20-22. 28 per cent are distributed age between 23-25 and another 6 per cent are by age above 25. It is evident that respondents between 20-22 are more.

Section II

3.2 RELIABILITY ANALYSIS

A Reliability test was carried out using Cronbach's Alpha, which measures the internal consistency of research constructs and the result is exhibited in Table 3.2.1. The Alpha value for the six factors are above 0.70, the threshold suggested by Nunnally (1978). Thus, it can be concluded that the scale has internal consistency and reliability. In other words, the item that are used in its measures what are intended to measure.

Table3.2.1

Cronbach's Co-efficient Alpha–M,F,EDU,EB,EI,EV

Factors	Number of items	Cronbach's Alpha
Motivation	5	.724
Fear of failure	5	.742
Educational Factors	5	.750
Environmental factors	5	.728
Entrepreneurial behavior	5	.719
Entrepreneurial Intention	5	.750

Source: Author's calculation

3.3 DESCRIPTIVE ANALYSIS I

3.3.1 Motivation

Motivation plays an important role in shaping the entrepreneurial intentions of GUT students. A well-known study by Krueger and Brazil (1994) highlights that intrinsic motivations, such as a strong desire for autonomy and a penchant for innovative ideas, are the main motivations that drive GUT students to view review business projects. Their research highlights the importance of self-efficacy and perceived feasibility of starting a business as determinants of

entrepreneurial intention. These findings highlight the importance of creating an environment that nurtures the intrinsic motivation and confidence of GUT students, which will ultimately encourage them to venture into entrepreneurship.

Table 3.3.1 Measures of Motivation

Measures	Item Acronym	Mean	Mode	SD
Do any of your family members or close relatives own a business	M1	1.49	1	.502
My family and friends support me to start my own business	M2	3.79	4	.949
Income security and Financial Success	M3	3.86	4	.880
Recognition and Status	M4	3.69	4	.951
Independence and autonomy	M5	3.45	4	1.094

Source : Primary data

From table 3.3.1, It is evident that both Mean and Standard Deviation shows the highest Of 3.86 and 1.094 respectively. The highest mean is for M3 and the highest standard deviation is for M4. This means that the customer agree to the statement that income security and financial success earned by other business man is the motivation for to start a business. The standard deviation is highest for M4 hence the respondents react vividly to the statement that independence and autonomy attract them to start a business.

3.3.2 Fear of Failure

Fear of failure is an important psychological barrier that often prevents new graduates from starting a business. A study by Zhao, Seibert and Hills (2005) sheds some light on this phenomenon. In their study, The Mediating Role of Self Competence in Developing Business Intentions, the authors found that fear of failure negatively affects self-efficacy, thus making

reduce people’s ability to engage in business activities. This fear can be crippling, preventing beginner entrepreneurs from taking risks and entering uncharted territory. Overcoming this fear and creating a supportive environment that encourages learning from mistakes is crucial to cultivating entrepreneurial aspirations in students.

Table 3.3.2 Measures of Fear of Failure

Measures	Item Acronym	Mean	Mode	SD
Venturing into entrepreneurship is a risky projects	F1	3.64	4	.811
Lack of finance is one of the main reasons why many students don't start a business or firm	F2	3.17	3	.937
Lack of confident among their own skills and ability is another limitations while pursue an entrepreneurial career	F3	3.86	4	1.050
Lack of business knowledge	F4	3.71	4	.872
It is really difficult to get finance or loans for starting a new business venture	F5	3.18	3	.967

Source: Primary data

From table 3.3.2, It is evident that both Mean and Standard Deviation shows the highest of 3.86 and 1.050 respectively. The highest mean is for F3 and the highest standard deviation is for F3. This means that the respondents agree to the statement that Lack of confident among their own skills is one of the main reasons why many students don’t start a business or firm. Standard deviation is highest for M2 hence the respondents react vividly to the statement that Lack of confident among their own skills and ability is another limitations while pursue an entrepreneurial career.

3.3.3 Educational Factors

Educational factors play a crucial role in shaping entrepreneurial intentions among postgraduate students. According to a study conducted by Krueger and Brazeal (1994), they found that the level of education and exposure to entrepreneurship-related courses positively influenced students' intentions to pursue entrepreneurial endeavors. Similarly, in a more recent study by Liñán and Fayolle (2015), they highlighted the significance of academic programs and curricula that emphasize entrepreneurship, which in turn heightened students' interest and motivation to engage in entrepreneurial activities. These findings underscore the importance of tailored educational approaches in fostering a conducive environment for nurturing entrepreneurial intentions among postgraduate students.

Table 3.3.3 Measures of Educational Factors

Measure	Item Acronym	Mean	Mode	SD
Does your institute promotes entrepreneurship and encourages ideas	EDU1	3.58	4	.814
I personally consider entrepreneurship to be highly desirable career alternative for people with my education	EDU2	1.42	1	.496
Does your institution provide training with DIC, MSME-DO, NSIC, SISs, SIDBI, KITCO and KFC	EDU3	3.70	4	.953
Does your institution provide entrepreneurial education	EDU4	3.59	4	1.116
Does your institution provide entrepreneurial education programs	EDU5	2.7011	3	.466

Source: Primary data

From table 3.3.3, It is evident that both Mean and Standard Deviation shows the highest Of

3.70 and 1.116 respectively. The highest mean is for EDU3 and the highest standard deviation is for EDU4. This means that the students agree to the statement that institution provide training with DIC, MSME-DO, NSIC, SISs, SIDBI, KITCO and KFC motivate to start a business. Standard deviation is highest for EDU4 hence the respondents react vividly to the statement that the institutions provide entrepreneurial education motivate them to start a business.

3.3.4 Environmental Factors

Environmental factors play a decisive role in the formation of the entrepreneurial intention of graduates. These factors include a wide range of factors, including cultural, social, economic and educational influences that collectively influence people's propensity to become entrepreneurs. A study by Krueger and Carsrud in 1993 highlighted the importance of these environmental factors in their study titled "Business Intent: Applying Theory of Planned Behavior". This groundbreaking work explores how environment and social norms can help or hinder students from becoming entrepreneurs. Using descriptive analysis of Krueger and carsrud's research, your project can provide valuable insight into the complex relationship between environmental factors and business intentions of students.

Table 3.3.4 Measure of Environmental Factors

Measure	Item Acronym	Mean	Mode	SD
It is really difficult to raise capital	EV1	3.71	4	1.040
Entrepreneurship can be considered as an career option in today's globalized world	EV2	3.43	4	1.092
High interest on bank loan for financing the business prevent from starting a business	EV3	3.65	4	0.963
Lack of government support	EV4	3.29	3	1.103
Frequent change of rules and regulations in business field	EV5	3.584	4	.736

Source: Primary data

From table 3.3.4, It is evident that both Mean and Standard Deviation shows the highest of 3.71 and 1.103 respectively. The highest mean is for EV1 and the highest standard deviation is for EV4. This means that the respondents agree to the statement that, It is really difficult to raise capital to start business. Standard deviation is highest for EV3 hence the respondents react vividly to the statement that lack of government support restrict them to start a business.

3.3.5 Entrepreneurial Behavior

Entrepreneurial behavior among graduate students is a dynamic area of research that is of great importance for understanding the factors that determine entrepreneurial intentions. One notable study by Krueger and Carsrud (1993) examined this phenomenon, shedding light on the confusing relationship between personality traits, environmental factors, and propensity for entrepreneurship. Their research found that factors such as prior experience, perceived feasibility and desirability of a business career influence entrepreneurial intention. Analysis of the results of this study can serve as a valuable descriptive analysis of your project, providing insight into the multifaceted nature of business behavior and its consequences for your business with students.

Table 3.3.5 Measure of Entrepreneurial Behavior

Measure	Item Acronym	Mean	Mode	SD
Those who cannot get decent job venture into entrepreneurship	EB1	2.93	3	.840
I personally consider entrepreneurship to be highly desirable career alternative	EB2	3.29	4	1.005
It is more beneficial to society to have large enterprise than small firms	EB3	3.24	1	2.080

If I get support from government I will commence business	EB4	1.76	2	.573
What type of business operation you are going to commence	EB5	3.07	3	.891

Source: Primary data

From table 3.3.5, It is evident that both Mean and Standard Deviation shows the highest of 3.29 and 2.080 respectively. The highest mean is for EB2 and the highest standard deviation is for EB3. This means that the customer agree to the statement that, I personally consider entrepreneurship to be highly desirable career alternative . Standard deviation is highest for EB3 hence the respondents react vividly to the statement that it is more beneficial to society to have large enterprise than small firms.

3.3.6 Entrepreneurial Intention

Entrepreneurial intention among postgraduate (PG) students has become a topic of significant interest in recent years. A notable study by Krueger and Carsrud (1993) sheds light on this phenomenon. They conducted a comprehensive analysis to understand the factors influencing entrepreneurial intentions among university students, emphasizing the role of individual traits, environmental factors, and prior experience. Their findings underscore the importance of education, personal attitudes, and social norms in shaping the entrepreneurial mindset of PG students.

Table 3.3.6 Measure of entrepreneurial intention

Measure	Item Acronym	Mean	Mode	SD
Would you like to commence business immediately after graduation	EI1	1.15	1	.360
If I had opportunity and resource I start a business	EI2	3.94	4	.993
If I had enough government support through grant subsidies	EI3	3.85	4	1.021

and concessions, I start business				
If I get sufficient infrastructure and technology I would start business	EI4	3.78	4	1.023
If I get financial support I start business	EI5	3.272	4	.6432

Source: Primary data

From table 3.3.6, It is evident that both Mean and Standard Deviation shows the highest of 3.94 and 1.023 respectively. The highest mean is for EI2 and the highest standard deviation is for EI4. This means that the customer agree to the statement that, If I had opportunity and resource , I will commence business. Standard deviation is highest for EI4 hence the respondents react vividly to the statement that , If I get sufficient infrastructure and technology, I will commence business.

3.4 DESCRIPTIVE ANALYSIS II

3.4.1 ONE SAMPLE T TEST FOR INDEPENDENT AND DEPENDENT VARIABLES

The mean of the six key variables is calculated and compared with the second quartile (that is, mean or Q2). Respondent's opinion is considered bad or very bad when the mean is lower than the second quartile. The mean is considered the mean score equal to the second quartile. Respondents' responses were considered good or very good when the mean score was higher than the second quartile (Jojo, 2008). The table below shows the established criteria in this respect.

Table 3.4.1 Criteria for comparison—Mean score and central value

Mean score	Opinion
Less than Q1 (<2)	Very low
Between Q1 and Q2 (2-3)	Low
Equal to Q2 (=3)	Medium
Between Q2 and Q3 (3-4)	High
More than Q3 (>4)	Very high

To check whether the response of the respondents significantly difference from moderate or neutral response, one sample T test were carried out (second quartile).

Table 3.4.2 One Sample T test

Measure	Item Acronym	Mean	Q2	T Value	Std. Deviation	P Value	Inference
Motivation	M	3.5305	3	8.641	.59842	0.00	High
Fear of Failure	F	3.5305	3	8.641	.59842	0.00	High
Educational Factors	EDU	2.7011	3	6.118	.46607	0.00	Low
Environmental factors	EV	3.5848	3	7.621	.73603	0.00	High
Entrepreneurial behavior	EB	3.2725	3	1.839	.64327	0.00	High
Entrepreneurial Intention	EI	2.8989	3	4.041	.51297	0.00	Low

Source: Field survey

- Based on the above table, the average motivation score is 3.5305. This is statistically significant for Q2(3). According to the developed scale, the values are between Q2 and Q3(3-4). The specified value is high. Graduate students in commerce have a high degree of motivation.
- From the table above, the average fear of failure score is 3.5305. This is statistically significant compared to question 2(3). According to the developed scale, the values are between Q2 and Q3(3-4). The specified value is high. Graduates of commerce departments have high levels of fear of failure
- . Based on the above table, the average score on educational factor is 2.7011. This is statistically significant compared to question 2(2). According to the developed scale, this value ranges from Q1 to Q2 (2-3). The specified value is low. Commercial studies graduates are characterized by a low level of educational factors.

- From the table above, the average environmental factor score is 3.5848. This is statistically significant compared to question 2(3). According to the developed scale, the values are between Q2 and Q3(3-4). The specified value is high. There are high-level environmental factors among commerce graduates.
- Based on the above table, the average Entrepreneurial Behavior Score is 3.2725. This is statistically significant compared to question 2(3). According to the developed scale, the values are between Q2 and Q3(3-4). The specified value is high. A high level of entrepreneurial behavior is observed among trade school graduates.
- From the table above, the average Start-up Intent score is 2.8989. This is statistically significant for Q2(2). According to the developed scale, the value ranges from Q1 to Q2 (2-3). The specified value is low. Among trade school graduates, the level of entrepreneurial intention is low.

SECTION III

3.5 HYPOTHESES TESTING AND MODEL VALIDATION

3.5.4 CORRELATION ANALYSIS

Correlation analysis was performed before regression analysis to quantify the strength of the relationship between variables. Check the linear relationship between the variables. Each correlation occurs twice: above and below the main diagonal. The diagonal correlation is the correlation between individual variables.

Table 3.5.1 Correlation between independent and dependent variable

Variable	M	F	EDU	EV	EB	EI
Motivation	1					
Fear of Failure	.666**	1				
Educational Factors	.579**	.785**	1			
Environmental factors	.571**	.701**	.807**	1		
Entrepreneurial behavior	.016**	.165**	.206*	.244*	1	
Entrepreneurial Intention	.501**	.588**	.727**	.730**	.748**	1

Source: Compiled by the researcher

**Correlation is significant at the 0.01 level

*Correlation is significant at the 0.05 level

The correlation coefficient between independent variables such as motivation, fear of failure, educational factors, environmental factors and entrepreneurial behavior with dependent variables such as entrepreneurial intention is presented in Table 3.5.1. Then the correlation coefficient is always in the range from -1 to 1. The correlation is statistically significant if $P < 0.005$ and $P < 0.01$. From the table above, we can understand that there is a high positive relationship between all motivated variables.

The correlation between various variables is as follows:

The correlation between the motivation and the fear of failure is 66.6 %

The relationship between motivation and educational elements is 57.9 %

The correlation between dynamics and environmental factors is 57.1 %

The correlation between dynamics and business behavior is 16 percent

The relationship between motivation and intention to start is 50.1 %

The correlation between fear of failure and educational elements is 7.85 %

The correlation between fear of failure and environmental factors is 7.01 %

The correlation between fear of failure and business behavior is 16.5 %

The correlation between the fear of failure and the intention to start a business is 58.8 %

The correlation between educational elements and environmental factors is 80.7 %

The correlation between educational elements and business intentions is 20.6 %

The correlation between educational elements and startup's intentions is 72.7 %

The correlation between environmental factors and business activities is 24.4 %

The correlation between environmental factors and business intentions is 73 %

The correlation between entrepreneurship and business is 74.8 %

3.5.5 REGRESSION ANALYSIS

Regression analysis is made to measure effects M, F, EDU EV, EB. The independent variables are M, F, EDU, EV, EB and the dependent variable is EI. The main purpose of regression analysis is to explain the change in one variable (called the dependent variable) due to the change in one or more other variables (the independent variable). When multiple independent variables are used to explain the variation of the dependent variable, it is called multiple regression model. The results of linear regression were used to test the hypothesis.3.5.2REGRESSION ANALYSISBETWEENM, F, EDU EV, EB, EI

Table3.5.2 Model summary

Model	R	R Square	Adjusted Square	Standard error of the estimate
1	.768 ^a	.589	.566	.44320

a. Predictors: (Constant) M, F, EDU, EV, EB

b. Dependent variables : EI

R-square is the percentage of variance for dependents that is clearly or collectively explained by independents. Adjusted R-square and R-square will look the same when used for multiple independent audiences. R squared and corrected R squared presented in Table 3.5.3 are almost the same. Therefore, the adjusted R square value is used to interpret the results.

Table 3.52 shows that 56.6% variation in EI and is explained by M, F, EDU, EV and EB. For Durbin – Watson statistic test for as auto correlation as rule of thumb, the value should be between to independence of observation (Garson,2010). The value of test is which indicates the independence of observation.

Table3.5.3ANOVAof regression model

Model		Sum of square	df	Mean square	F	Sig.
1	Regression	19.717	4	4.929	25.095	.000 ^b
	Residual	13.750	70	.196		
	Total	33.467	74			

a. Predictors:(constant), M,F, EDU, EV,EB

b. Dependent variable :EI

*denotes significant at 5 percent level

ANOVA table showing the regression model fit presented in Table 3.5.3 shows that the model is statistically significant at 5percent significance level

Table3.5.4Coefficient to Regression analysis

Factors(constructs)	Item Acronym	Standardized Beta	Sig.(Pvalue)
---------------------	--------------	-------------------	--------------

		coefficient(β)	
Fear of failure	F	.052	0.038
Educational Factors	EDU	.421	0.0621
Environmental Factors	EV	.205	0.201
Entrepreneurial Behaviour	EB	0.063	0.023
Motivation	M	0.052	0.042

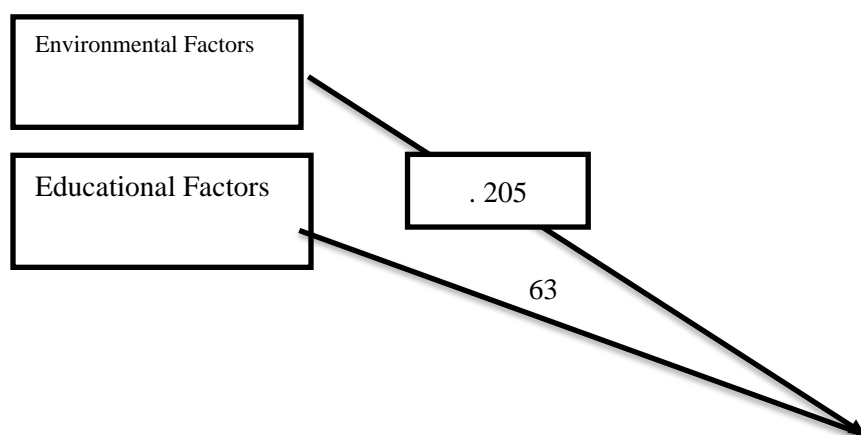
Source: Compiled by researcher

*Denotes significance at 5percent level

Table 3.5.4 shows the normalized beta value and the values related to the independent variables such as motivation, fear of failure, educational factors, environmental factors and business behavior. The independent variables: motivation (M), fear of failure (F), educational factors (EDU), environmental factors (EV) and entrepreneurial behavior (EB) all have a statistically significant level of 5%. As such, it is clear that these five independent variables have a significant impact on entrepreneurial intention. So **Ho1, HO2, HO3, HO4, HO5 are rejected**. From the standard value of the beta coefficients of the explanatory variables, it can be concluded that all the explanatory variables have a positive impact on entrepreneurial intention.

Beta is a measure of how much each variable contributes to the model. The higher the beta value, the stronger the effect of finding the independent variable on the dependent variable.

3.5.5 VALIDATED MODEL



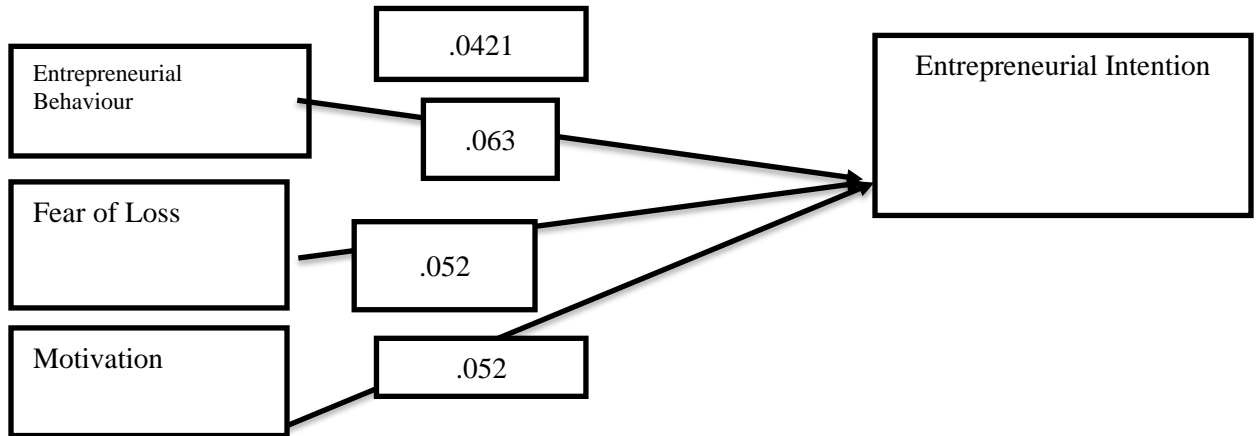


Figure3.1: Validated model

The model experimentally confirmed in Figure 3.1 has the highest beta value ($\beta = 0.0621$), followed by fear of loss ($\beta = 0.052$), motivation ($\beta = 0.042$), environmental factors ($\beta = 0.0205$) and business behavior (0.023). The rate of beta reduction of the independent variables was statistically significant at the 5% level of significance ($P < 0.05$). Based on the above model, it is clear that the 5 null hypotheses and their close relationship between the variables have been rejected. Based on the normalized beta given in the table above, the following interpretations can be made:

- H01: Motivation – Intention to start a business: Because P is 0.042, the beta coefficient of the variable is significant and the positive coefficient (0.052) shows a positive relationship between perceived utility and purchase intention.

- H02: Fear of failure - Business intention: Since P is 0.038, the beta coefficient of the variable is significant and the positive coefficient (0.052) shows that there is a positive relationship between perceived utility and purchase intention. row.

- H03: Educational factor - Intention to start a business: Since the P-value is 0.0621, the beta coefficient of the variable is significant and the positive coefficient (0.421) shows that there is a positive relationship between educational factors. education and entrepreneurial intentions.

➤ HO4 Environmental factors: – Business intention: Since the P value is 0.0201, the beta coefficient of the variable is significant and the positive coefficient (0.0205) shows a positive relationship between the factors environment and business intentions. ➤ HO5: Entrepreneurial behavior: - Intention to start a business: Since P is 0.023, the beta coefficient of the variable is significant and the positive coefficient (0.063) shows that there is a positive relationship between entrepreneurial behavior and intention. intending to start a business.

3.6 SUMMARY

This chapter focuses on the analysis of the collected data. The data was analyzed in three phases. The first section presents profile analysis, which includes a brief analysis of respondents' demographic profiles. In the second part, the reliability of the measurements was checked and satisfactory. The descriptive analysis of indicators is carried out in two parts: descriptive analysis I and descriptive analysis II. Descriptive analysis I consists of a measure-by-measure analysis for a particular variable, where, as in descriptive analysis II, a single-sample t-test is performed to check if the respondent's answers differ from each other. significantly different from average or neutral responses. In the third part, a linear regression analysis of the results was performed and the initially formulated hypotheses were verified. The results show that the independent variables "Motivation", "Fear of failure", "Educational factors", "Environmental factors", "entrepreneurial behavior" have an influence on students' intention to start a business. graduate in commerce.

CHAPTER IV

FINDINGS, CONCLUSION AND SUGGESTIONS

4.1 INTRODUCTION

Entrepreneurship is a dynamic and transformative process that involves identifying, creating and managing new businesses or innovative ideas to achieve economic, social or personal goals. Entrepreneurs are people who have the vision, drive, and willingness to take risks to set up and manage these companies. At its core, entrepreneurship is about seizing opportunities, mobilizing resources and calculating risks to bring about positive change.

Entrepreneurship plays an important role in driving economic growth and innovation. It creates jobs, introduces new products and services to the market, and increases competition, all of which help the economy grow. Entrepreneurs often identify gaps or unmet needs in the market and develop innovative solutions to fill them, leading to technological advancement and improved quality of life. They also demonstrate adaptability, resilience, and a willingness to learn from mistakes, which is essential in an ever-changing business environment.

Successful entrepreneurship requires a multifaceted approach that includes market research, business planning, finance, and effective management. Entrepreneurs must be able to network, build partnerships, and manage resources effectively. Also, an important aspect of entrepreneurship is the ability to scale and grow the business, transforming it from a small business into a sustainable and productive one. Entrepreneurs thrive in a constantly changing environment, using innovation to disrupt traditional markets and industries. Their ability to change and adapt is crucial to enable them to seize opportunities and face emerging challenges. Through perseverance, perseverance, and a willingness to learn from mistakes, entrepreneurs have overcome obstacles and failures on the road to success.

Moreover, entrepreneurship is not limited to traditional startups. It includes various forms, including social enterprise, where innovators tackle pressing social problems; corporate entrepreneurship, where established companies foster internal innovation; and small business start-ups, stimulating the local economy and providing employment opportunities.

This study tries to look out the influence of factors that influence entrepreneurial intention among PG students. During this study, five independent variables and one dependent variable are tested. Dependent variable is entrepreneurial intention, and independent variables are role models, fear of failure, environmental factors, entrepreneurial behaviour and educational

factors

In short, entrepreneurship is a dynamic and rewarding journey that fosters innovation, economic progress, and social change. It requires a combination of vision, creativity, ingenuity and perseverance to meet the challenges and opportunities that come with bringing new ideas to life.

This study is undertaken with the following specific objectives :

- To study the attitude of students towards entrepreneurship as a career option.
- To find out the factors that attract students towards entrepreneurial career.
- To study the various environmental factors which promote entrepreneurship among post graduate commerce students.

4.2 SUMMARIZED FINDINGS

- i. I. Most students consider entrepreneurship as a career option in today's globalized world.
- ii. Many students are not very satisfied with the infrastructure available to them or allowing them to start a business.
- iii. Most students feel that the education system does not direct them to pursue entrepreneurial intentions.
- iv. . The main problem that startup students face is lack of capital and finance.

4.2.1 Demographics

- i. The majority of respondents are women
- ii. Most of the respondents are aged 20-22.
- iii. Reliability tests have been performed showing alpha values of all five factors and it can be concluded that the scale has intrinsic consistency and reliability.

4.2.2 Motivation

- i. Most of the respondent's family members or relatives run a business.
- ii. They also find that friends and family support them in starting a business.
- iii. Most respondents agree that income security and financial success will encourage them to start a business.

- iv. Most of the students agreed that the recognition and status gained by other entrepreneurs motivated them to start a business.
- v. Draw They also believe that the independence and autonomy of the entrepreneur motivates them to run the business.

4.2.3 Fear of failure

- i. The highest GPA in F3 means that respondents agree with the statement that lack of confidence is one of the main reasons why many students do not start a business or finance.
- ii. Most of the respondents find it very difficult to get financing or loans to start a new business.
- iii. Most of the respondents agreed that a startup is a risky project.
- iv. Most students say that their lack of business knowledge hinders them from starting a business.

4.2.4 Educational factors

- i. Most of the respondents said that their organization promotes entrepreneurship education.
- ii. Most of the respondents agreed that their organization encourages entrepreneurship.
- iii. Most students agree that schools that train through DIC, MSME-DO, NSIC, SIS, SIDBI, KITCO and KFC motivate people to start a business.

4.2.5 Environmental factors

- i. Most of the respondents agreed with the statement that raising capital to start a business is really difficult.
- ii. . Most of the respondents pointed out the lack of state support to start a business.
- iii. Most students agree that frequent changes in rules and regulations will hinder them from doing business.
- iv. Most of them believe that entrepreneurship can be seen as a career opportunity in today's globalized world.

4.2.6 Entrepreneurial behavior

- i. The highest mean means that respondents agree with the statement that entrepreneurship as an alternative to a professional career is their education level.
- ii. Respondents have a neutral attitude towards those who cannot find decent work.
- iii. The students agree that if they get enough support from the government, they will start a business.

4.2.7 Entrepreneurial Intention

- i. Most of the respondents are interested in starting a business after graduation
- ii. . The highest average means that if given enough opportunities and resources, they will start a business.
- iii. Most of them believe that if they receive government subsidies, concessions and subsidies, they will start their own business.

4.2.8 T TEST

This section describes the test results:

- i. P has been proven that motivation has a huge impact on entrepreneurial intention.
- ii. The fear of failure strongly influences the intention to start a business.
- iii. Entrepreneurial behavior has a huge impact on entrepreneurial intention.

4.2.8 REGRESSION ANALYSIS

Linear regression analysis was performed to measure the influence of independent variables such as motivation, fear of failure, educational factors, environmental factors and business behavior on the intention of the dependent variable. belong. Starting a business. Here are the results and conclusions:

- i. . The correlation coefficient between the independent variable and the dependent variable shows a positive relationship.
- ii. The corrected square of R is almost the same. Adjusted R-squared shows the percentage change in business intention due to motivation, fear of failure, educational factors, environmental factors, and entrepreneurial behavior.
- iii. The beta coefficients of motivation, fear of failure, educational factors, environmental factors and entrepreneurial behavior have statistical significance at 5% significance level

(p

4.2 THEROTICALCONTRIBUTION

This study examines the intention of post graduate commerce students in towards entrepreneurial intention. It also identifies various factors which influences entrepreneurial intention through the validation of theoretical model. For further research, there is need to search for additional measures and constructs to improve validity of the model. Findings of the study might be useful to the students and academicians as an input for doing similar nature of research in academic filed in future.

4.4CONCLUSION

This study provides empirical support for a conceptual framework in which five explanatory constructs have been identified, taking into account family dynamics, fear of failure, educational system, environmental system, and behavior. Micro business. There is a close statistical relationship between the structures in the context of the study area. In addition, the causal analysis shows that the model convincingly explains the difference in students' business attitudes. In the proposed structures, the role of the home environment is higher than that of other structures. So, if a policy framework is adopted to improve the understanding of entrepreneurship and the involvement of family members, there is a high probability that students' attitude to entrepreneurship will be improved. Second, it is school-wide support for entrepreneurship and state support for entrepreneurship. In turn, this could be of great help in kick-starting the increase needed to create jobs and thus stimulate the economy. Another important conclusion from this study is that the university's extensive business support for students significantly determines students' entrepreneurial attitudes. Therefore, the university should strengthen entrepreneurship support for graduates through short-term training, courses and business expansion.

In general, students' entrepreneurial intentions are quite strong as they are supported by a number of factors, which are entrepreneurial knowledge from the education system , support from relatives or family, and the environment. Really help them get started. Becoming a successful entrepreneur is not easy as it takes quite a long process, entrepreneurs must have a

warrior spirit in starting and maintaining their business. Therefore, in addition to trying to develop an entrepreneurial personality, it is very important to have full support from the educational world, family and politics from the local environment. There is a need to strengthen the provision of entrepreneurial skills from academia and government support through policies that can stimulate potential entrepreneurs to pursue their business plans.

4.4 SUGGESTIONS

- Research suggests that students should be informed through entrepreneurship seminars and conferences in various fields to create a new business in the future.
- The government should expand support for entrepreneurship in different sectors. • Incorporate entrepreneurship programs and activities into established curricula of various subjects so that they can add value to all areas of study.
- Promoting entrepreneurship culture among young people
- Workshops and information programs should be organized to raise awareness about entrepreneurship.
- Provide entrepreneurship education programs to develop their entrepreneurial skills.
- Students can take advantage of financial aid provided by both central and state governments to start a new business.

4.5 SCOPE OF FURTHER STUDY

This study is limited to only shortlisted factors influencing entrepreneurial intention and is limited to the scope of post graduate commerce students in Ernakulam district. So further studies can explore additional factors influencing the same and the other scope of area.

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APPENDIX

ENTREPRENEURSHIP AS A CAREER CHOICE : AN ANALYSIS OF ENTREPRENEURIAL INTENTION OF POST GRADUATE COMMERCE STUDENTS WITH SPECIAL REFERENCE TO ERNAKULAM DISTRICT

- Name
- Gender

•MOTIVATIONAL FACTORS

Sl.No.	Measures	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Do any of your family members or close relatives own a business?					
2	My family and friends supports me to start a business					
3	Income security and financial success motivates us to start a business					
4	Recognition and status earned by other business man					
5	Independence and autonomy of business man					

• FEAR OF FAILURE

Sl.No	Measure	Strongly agree	Agree	Neutral	disagree	Strongly disagree
1	Venturing into entrepreneurship is a risky projects					
2	Lack of finance is the main reason prevent from starting a business					
3	Lack of confident on their own skill and ability					
4	Lack of business knowledge					
5	It is really difficult to get finance or loans for starting a new business venture					

• EDUCATIONAL FACTORS

Sl. No	Measure	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Does your institute promote entrepreneurship and encourage ideas					
2	I personally consider entrepreneurship to be highly desirable career for people with my education					
3	Does your institution provide training with DIC, MSME-DO, NSIC, SISs, SIDBI, KITCO and KFC?					
4	Does your institution provide entrepreneurial education					
5	Does your institution provide entrepreneurial promotion programs					

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• ENVIRONMENTAL FACTORS

Sl.No	Measure	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	It is really difficult to raise capital					
2	Entrepreneurship can be considered as a career option in today's globalized world					
3	High interest on bank loan for financing the business prevent from starting a business					
4	Lack of government support					
5	Frequent change of rules and regulations in business filed					

• **ENTREPRENEURIAL BEHAVIOUR**

Sl.No	Measure	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Those who cannot get a decent job venture into entrepreneurship					
2	I personally consider entrepreneurship to be highly desirable career alternative					
3	It is more beneficial to society to have large enterprise than small firms					
4	If I get any support from government, I would commence business					
5	What type of business operation you are going to commence					

• **ENTREPRENEURIAL INTENTION**

Sl.No	Measure	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Would you like to commence business immediately after your post graduation					
2	If I had an opportunity and resources, I start a business					
3	If I had enough government support through grant, subsidies and concession, I start business					
4	If I get financial support , I start business					
5	If I get sufficient infrastructure and technology, I would start business					