

SCHOOL OF COMMERCE AND MANAGEMENT STUDIES

**EXPLORING ENTREPRENEURIAL ASPIRATIONS: A  
STUDY ON THE INTENTIONS OF GRADUATE  
COMMERCE STUDENTS IN ERNAKULAM DISTRICT**

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Submitted by

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**SCHOOL OF COMMERCE AND MANAGEMENT STUDIES  
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SCHOOL OF COMMERCE AND MANAGEMENT STUDIES

**SCHOOL OF COMMERCE AND MANAGEMENT  
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**C E R T I F I C A T E**

This is to certify that this Dissertation entitled “EXPLORING ENTREPRENEURIAL ASPIRATIONS: A STUDY ON THE INTENTIONS OF GRADUATE COMMERCE STUDENTS IN ERNAKULAM DISTRICT” has been prepared by ARJUN KRISHNA VR, NANDANA PRADEEP and RUBEN MONCY THOMAS under my supervision and guidance in partial fulfilment of the requirements for the award of the Degree of Bachelor of Commerce of the Mahatma Gandhi University. It has not previously formed the basis for the award of any Degree, Fellowship, Associateship etc.

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**Exploring Entrepreneurial Aspirations: A Study on the Intentions of Graduate Commerce Students in Ernakulam District**

## **DECLARATION**

We hereby declare that the project “**EXPLORING ENTREPRENEURIAL ASPIRATIONS: A STUDY ON THE INTENTIONS OF GRADUATE COMMERCE STUDENTS IN ERNAKULAM DISTRICT**” is our original work and has not been submitted earlier to MG University or to any other Universities. We have undertaken this project work in partial fulfilment of the requirements of B. Com 2021-2024 in Bharata Mata College, Thrikkakara, Ernakulam affiliated to MG University, Kottayam.

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# **CHAPTER-1**

# **INTRODUCTION**



## **1.1 Introduction**

Entrepreneurship is a powerful symbol of strength that promotes corporate expansion and makes a substantial contribution to economic prosperity. Its contribution to the employment market and the development of varied prospects is immeasurable. In today's world, entrepreneurs are essential to a company's success. Even though development is influenced by many different things, entrepreneurship is one of the main forces behind innovation that shapes goods, services, and overall expansion. The purpose of this study is to examine students' propensity for choosing careers in entrepreneurship. Young people's desire to start their own businesses is becoming more and more common. This trend is driven by their need for independence and dislike of working under supervision. In addition to helping students become capable adults, encouraging innovation and entrepreneurship gives them the tools they need to face the outside world head-on.

India's entrepreneurship has grown significantly, propelled by government programs and a thriving startup ecosystem. The dynamic market of the nation presents chances in a variety of sectors, including traditional and technological businesses. Digital platforms are being used by young entrepreneurs to promote innovation, raise capital, and attract significant investment. While attempts to increase financial inclusion assist small firms, initiatives such as "Make in India" seek to increase manufacturing. The spirit of entrepreneurship endures in spite of obstacles like infrastructure deficiencies and complicated regulations. India's entrepreneurial ecosystem is changing, with an emphasis on sustainable businesses and collaborations with global companies. This indicates a potential future for innovation and economic development.

Through this study, we analyze students' aspirations toward entrepreneurship and concentrate on how and to what extent we approach learning to promote, develop, and preserve students' entrepreneurial skills. This study's ultimate objective is to comprehend the learner's experience and opinions on the instructional strategies we employ to help students grow as entrepreneurs. Students focus more on the practical aspects of business education, and overall satisfaction is favorably correlated with their assessment of entrepreneurship courses. The yardstick by which we assess student attitude is grades. Students are content with the business-related activities. There are several research planning strategies that can be used for this. Here, we select the survey techniques. Business development is necessary for industrial development, regional development, and the creation of jobs.

## **1.2 Significance of the study**

People are consciously driven or pressured into starting their own businesses in the current competitive landscape. Since they are competent but unemployed. They are unable to get wealthy or realize who they are as a result. For those who want to launch a successful business as well. There are a lot of unexplored chances in society that rivals are not looking into. Greater rewards will come to those who are willing to take risks. By bringing up more creative ideas, a person can increase their revenue when they go into business and leave their mark on society.

### **1.3 Statement of the problem**

Students who are about to finish their last year must decide quickly what they want to do for a living. Many reasons prevent those who would like to pursue a career in business from doing so, such as a lack of financial resources or lack of support from their families. The majority of parents in today's world want their kids to work for prestigious multinational firms or governments. Most young people are sent to work and study as a career option and embark on entrepreneurial endeavors because of their parents' perspective. The purpose of this study was to ascertain students' intentions regarding entrepreneurship and careers in entrepreneurship. Numerous other questions are addressed in this project work, such as whether entrepreneurship may be viewed as a job in the modern world. The following questions are the focus of the research.

- How do graduate students studying commerce feel about choosing entrepreneurship as a career path?
- What are the motivating reasons for students to pursue careers in entrepreneurship?
- What different aspects of the environment support entrepreneurship?

### **1.4 Objectives of the study**

- To identify how students feel about entrepreneurship as a career option.
- To analyze the comprehension on entrepreneurship of the commerce graduates in Ernakulam district.
- To understand the scope of upcoming entrepreneurial aspirants among Graduates in Ernakulam district.

### **1.5 Scope of the study**

The purpose of this study is to ascertain the influence of entrepreneurial ideas or innovations over the Graduates of Ernakulam district. It also provides the data regarding the entrepreneurial interest and knowledge of Commerce Graduates.

### **1.6 Limitations of the study**

Some of the study's limitations are as follows:

- The study's greatest constraints are time and resources.
- Some students are reluctant to complete the questionnaire.
- The study is impacted by the respondents' subjective opinions.

## **1.7 Research methodology**

**Population:** The complete set of students in Ernakulam district.

**Sample:** The sample unit comprises of 75 commerce graduate students of Ernakulam district.

**Sample design:** The sampling design used in this study is collected by acquiring responses from Google Form.

- As the student population of the district is infinite, 75 responses are taken from the entire population as sample for the study

### **Sources of data**

**Primary data:** The primary data was collected by circulating questionnaires to the respondents.

**Secondary data:** The secondary data was collected through the method of convenience sampling.

## **CHAPTERISATION**

**Chapter 1: Introduction**

**Chapter 2: Theoretical framework and review of literature**

**Chapter 3: Data Analysis and Interpretation**

**Chapter 4: Findings, Suggestions and Conclusion**

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**Appendix**

**CHAPTER-2**  
**THEORETICAL OVERVIEW**  
**AND REVIEW OF LITERATURE**

## THEORETICAL OVERVIEW

### 2.1 THEORETICAL FRAMEWORK

#### 2.1.1 ENTREPRENEURSHIP-MEANING

The idea of entrepreneurship is complex and encompasses creativity, taking calculated risks, and adding value. Fundamentally, entrepreneurship involves seeing market possibilities and gathering the necessary resources to take advantage of them. It's a dynamic process that entails developing new ideas for goods, services, or business models, then carrying them out through the implementation of a plan.

Taking risks is one of the traits that make someone an entrepreneur. Entrepreneurs are often faced with uncertainty and the prospect of failure when they enter into unexplored territory. Whether they are investing their own money, leaving a steady career to focus on their company full-time, or venturing into a cutthroat industry, they must be prepared to take measured risks.

Entrepreneurship demands not just taking risks but also being creative and innovative. Entrepreneurs that are successful are skilled at thinking creatively, coming up with original solutions to issues, and upending established markets. They are always trying to develop new products, techniques, or even whole new markets.

Management of resources is another aspect of entrepreneurship. To accomplish their objectives, entrepreneurs must wisely use their limited resources, including time, money, and labor. Setting priorities, making strategic decisions, and being flexible in the face of change are frequently needed for this.

Furthermore, entrepreneurship and value creation go hand in hand. Entrepreneurs provide value by filling gaps in the market, increasing productivity, or offering superior products or services to those already on the market. In addition to the entrepreneur, clients, staff, and society at large gain from this value creation.

Entrepreneurship is not just about founding new companies—intrapreneurship is one way that entrepreneurship may appear within already-existing enterprises. Many characteristics of entrepreneurs are also present in intrapreneurs, who work inside the confines of an existing business. They create a culture of experimentation and creativity from inside, push innovation, and lead new projects.

Moreover, economic progress and development are propelled by entrepreneurship. In addition to creating job possibilities, it also encourages investment and competition, all of which support a thriving and dynamic economy.

Entrepreneurship is, at its core, a mindset—a method of solving problems and creating value that values creativity, daring, and resourcefulness. It's about taking initiative, grabbing hold of possibilities, and changing the world for the better. Entrepreneurship is a creative, ambitious, and resilient spirit that can be applied to starting a business, following a passion project, or bringing about change inside an organization.

## PROMOTING ENTREPRENEURSHIP EDUCATION

In today's environment of rapid global change, entrepreneurship education promotion is essential to developing a dynamic workforce and stimulating economic growth. A degree in entrepreneurship gives people the resources, abilities, and mindset they need to succeed in a world that is becoming more and more innovative and competitive.

The incorporation of entrepreneurship into educational curricula across all educational levels—from elementary schools to universities—exposes children to core entrepreneurial ideas at a young age, including innovation, critical thinking, and problem-solving. This exposure fosters a culture of creativity and risk-taking in addition to supporting entrepreneurial goals.

Additionally, entrepreneurship education closes the gap between theory and practice by giving students access to real-world experiences including case studies, business simulations, and internships. Through these practical learning experiences, students can hone critical entrepreneurial skills and obtain insightful knowledge about the challenges associated with launching and running a business.

Promoting entrepreneurship education also benefits from partnerships between academic institutions, governmental organizations, and business partners. These collaborations make it easier to share resources, knowledge, and skills, which improves the caliber and accessibility of entrepreneurship programs. Furthermore, organizations like mentorship programs, accelerators, and startup incubators provide aspiring business owners with crucial help and direction as they travel the entrepreneurial path.

Furthermore, diversity and inclusivity in the entrepreneurial ecosystem depend on encouraging entrepreneurship education among underrepresented groups, such as women, minorities, and those from low-income backgrounds. By granting equal access to entrepreneurship courses and services, we can help aspiring entrepreneurs from a variety of backgrounds realize their full potential and promote innovation and economic growth.

In summary, encouraging entrepreneurship education is a major factor in both social advancement and personal achievement. We can enable the next generation to innovate, generate employment, and make a good influence on both their communities and the global community by funding entrepreneurship education.

### 2.1.2 Characteristics of an Entrepreneur

- **Visionary**  
Entrepreneurs are able to envisage the future they want to create and have a strong understanding of their objectives and desires. They have a strong sense of purpose that motivates them to pursue their goals, and they can perceive possibilities where others might only see hurdles.
  
- **Risk-Taker**  
In order to achieve their objectives, entrepreneurs are prepared to accept measured risks. They are aware that being an entrepreneur is inherently unpredictable, and they are ready to accept obstacles and disappointments as necessary parts of the process.
  
- **Innovative**  
In order to solve issues and satisfy consumer needs, entrepreneurs are always looking for fresh concepts, methods, and ideas. They are skilled at challenging conventional wisdom and thinking creatively.
  
- **Resilient**  
Due to the ups and downs of entrepreneurship, one needs resilience to overcome challenges and disappointments. They overcome obstacles to keep moving forward in spite of setbacks and lessons learned.
  
- **Adaptable**  
Skilled businesspeople are flexible and adaptive, able to change course and modify their approach in response to shifting market dynamics, client demands, and technology breakthroughs. They see change as a chance for development and evolution.
  
- **Passionate**  
The entrepreneurial spirit is fueled by passion, which inspires people to follow their goals with unrelenting dedication and excitement. Entrepreneurs inspire others to believe in their vision by sharing their intense passion for their concepts, goods, or services.

- **Resourceful**  
Creative problem-solvers, entrepreneurs can overcome obstacles and seize opportunities by utilizing their networks, creativity, and inventiveness. They are skilled at coming up with creative answers to challenging issues and making the most of few resources.

### 2.1.3 Importance of Entrepreneurship

- **Job Creation**  
By encouraging the formation of new companies and industries, entrepreneurship promotes the creation of jobs, lowering unemployment rates and boosting economic expansion.
- **Innovation**  
New products, services, and technology that upend established markets and open up fresh avenues for development and progress are continuously introduced by entrepreneurs, who are at the front of this field.
- **Economic Development**  
By drawing in investment, raising productivity, and boosting competitiveness locally and internationally, entrepreneurship is essential to economic development.
- **Money Creation**  
Through the establishment of successful companies and sustainable ventures, prosperous entrepreneurs create money for their communities, employees, and investors.
- **Problem-Solving**  
By identifying unmet needs and creating creative solutions to challenging issues, entrepreneurs raise the standard of living for both people and society at large.
- **Flexibility**  
Being an entrepreneur gives people the freedom to follow their hobbies and passions and start companies that complement their lifestyles and ideals.
- **Resilience**  
Business owners who are resilient are able to weather obstacles and disappointments, cultivate the abilities and frame of mind required to negotiate the risks of being a proprietor, and adjust to shifting market conditions.



- Empowerment  
Being an entrepreneur gives people the ability to take charge of their lives, allowing them to express their creativity, initiative, and capacity to positively influence the world. It promotes an independent, creative, and opportunity-rich culture.

#### 2.1.4 Qualities of a successful Entrepreneur

- Visionary  
Prosperous businesspeople have a distinct vision for their objectives, which directs their activities and motivates others to support their cause.
- Resilient  
They persevere in the face of hardship, learning from mistakes and overcoming obstacles with tenacity.
- Innovative  
With their inventive methods to problem-solving and business development, entrepreneurs are always looking for fresh ideas and solutions, upending entire industries.
- Adaptable  
They quickly adapt to changing situations and change course to better suit customers' wants and the state of the market.
- Risk-Taker  
Achieving their goals requires taking calculated risks, since successful entrepreneurs recognize that unpredictability is a part of the business.
- Passionate  
They inspire commitment and dedication in both themselves and others because of their intense zeal for their endeavors.
- Resourceful  
Skilled at maximizing scarce resources, entrepreneurs use their inventiveness and innovation to get past obstacles and grab hold of chances.
- Leadership  
Entrepreneurs that are successful has great leadership traits, motivating and enabling their people to accomplish common goals and objectives.
- Customer-Centric  
They put the needs of their clients first, cultivating a sense of loyalty and propelling company expansion via outstanding client experiences.

- Continuous Learner

In order to stay competitive and adjust to shifting market conditions, entrepreneurs are lifelong learners who are always looking to expand their knowledge and skill sets.

### 2.1.5 Types of Entrepreneurs

Different criteria can be used to classify entrepreneurs into different categories. This is a thorough classification:

#### A. Based on Motivation

- Opportunity Entrepreneurs

These people seek for and seize company possibilities because they want to innovate or fill in market gaps.

- Necessity Entrepreneurs

These people launch firms in order to meet their fundamental requirements and make money; frequently, this is because they are unemployed or have few other options for employment.

#### B. Based on Scale

- Small Business Entrepreneurs

These business owners usually concentrate on supplying specialized customers and sustaining stable growth, operating locally or regionally.

- Growth Entrepreneurs

They want to grow their companies quickly, frequently focusing on domestic or foreign markets and pursuing substantial expansion.

#### C. Based on Industry

- Tech Entrepreneurs

They are experts in creating and utilizing technology-based goods and services, igniting innovation and upending markets across a range of industries.

- Social Entrepreneurs

These businesspeople prioritize social impact over profit and use sustainable company methods to address environmental or social issues.

#### D. Based on Ownership

- Solo Entrepreneurs

People who launch and run their own enterprises on their own, taking care of every facet of the enterprise.

- Serial Entrepreneurs  
Throughout their entrepreneurial career, they develop several enterprises, utilizing their networks and knowledge to propel each one forward.

E. Based on Innovation

- Incremental Entrepreneurs  
They emphasize progressive evolution over radical innovation by making little adjustments or improvements to already-existing goods, services, or procedures.
- Disruptive Entrepreneurs  
These people defy accepted wisdom and develop ground-breaking inventions that profoundly transform markets or industries.

F. Based on Growth Strategy

- Bootstrapped Entrepreneurs  
They put sustainability and financial independence first and finance their projects with personal savings or operating income.
- Entrepreneurs Backed by Venture cash  
These individuals obtain outside cash from angel or venture capitalists to drive swift expansion and aggressively build their companies.

G. Based on Legal Structure

- Sole Proprietors  
People who run their companies as sole proprietors, taking full liability for their debts, gains, and losses.
- Partnership Entrepreneurs  
These people start companies in collaboration with one or more partners, dividing risks, duties, and ownership.

H. Based on Growth Stage

- Startup Entrepreneurs  
Business model developers and validators who founded early-stage enterprises, frequently looking for seed money and market traction.
- Established Entrepreneurs  
Proprietors of well-established companies with steady operations and a strong market position who are concentrated on development, optimization, and growth.

Through highlighting the various motivations, approaches, and effects of entrepreneurial ventures, each classification provides insights into the complex landscape of entrepreneurship.

### 2.1.6 Risk involved in Entrepreneurship

Risk is a natural part of being an entrepreneur and includes all of the unknowns that come with launching and operating a firm. Seven major dangers associated with entrepreneurship are as follows:

#### Financial Risk

To launch and expand their companies, entrepreneurs frequently need loans or their own money. By making this financial commitment, they run the danger of losing their money if the business doesn't make enough money. The initial outlay needed to cover beginning costs for things like inventory, equipment, marketing, and operating costs is referred to as financial risk. Furthermore, cash flow issues might arise for businesses, particularly in the beginning when earnings do not always meet costs. Entrepreneurs run the risk of bankruptcy or insolvency without proper financial planning and management, which can have serious personal and professional repercussions.

#### Market Risk

There is uncertainty surrounding the market's acceptability and demand for a newly introduced good or service. Entrepreneurs take a chance by devoting time, money, and energy to projects that might not take off or provide enough revenue. Market risk encompasses elements that can affect the demand for the good or service, such as shifting consumer tastes, dynamics of competition, and state of the economy. Low sales and income might arise from product-market misalignment caused by an inaccurate assessment of market demands and trends. Entrepreneurs need to validate their ideas with potential customers, undertake in-depth market research, and modify their offers based on feedback and market insights in order to reduce market risk.

#### Operational Risk

Managing a company involves a number of risks and operational difficulties that might interfere with day-to-day operations and have an impact on productivity. Staffing problems, equipment breakdowns, supply chain interruptions, and technological faults are examples of operational risk factors. It is vital for entrepreneurs to foresee and address these hazards in order to guarantee seamless business operations and uphold client pleasure. Ignoring operational risks can result in poor quality, hiccups in service, manufacturing delays, and reputational harm. Entrepreneurs can reduce operational risks and increase business resilience by putting strong operational procedures in place, making investments in infrastructure and technology, and providing workers with appropriate training.

### Legal and Regulatory Risk

A plethora of laws, rules, and industry standards pertaining to taxation, employment practices, product safety, business operations, and environmental protection must be followed by entrepreneurs. Fines, penalties, lawsuits, and reputational harm can arise from breaking legal and regulatory obligations. Factors including legislative changes, contract disputes, intellectual property infringement, and data privacy violations are examples of legal and regulatory risk. To reduce legal and regulatory risk, entrepreneurs must maintain awareness of pertinent laws and regulations, obtain legal counsel as needed, and put compliance procedures in place.

### Reputational Risk

A company's reputation is a valuable asset that is readily damaged by bad press, grievances from customers, unethical behavior, or subpar goods or services. A number of things, including negative customer experiences, negative social media feedback, staff misbehavior, and environmental scandals, can put a company's reputation at jeopardy. An organization's reputation can be damaged by untrustworthy behavior, disloyalty from customers, doubt from investors, and trouble hiring qualified staff or forming alliances. Entrepreneurs need to prioritize client happiness, uphold honesty and integrity in their business activities, and react quickly and effectively to any challenges or crises that may develop in order to safeguard their brand.

### Personal Sacrifice Risk

Being an entrepreneur frequently means making large personal sacrifices, such as enduring long hours, stress, unpredictability in one's finances, and damaged relationships. To concentrate on creating and expanding their enterprises, entrepreneurs may invest their money, give up a reliable source of income, and give up free time. Entrepreneurs who take up the risk of personal sacrifice may experience burnout, anxiety, despair, and other health problems. To reduce the possibility of personal sacrifice and preserve general wellbeing, entrepreneurs should prioritize self-care, seek out support from friends and family, balance personal and professional obligations, and create limits.

### Competitive Risk

Businesses run the risk of losing market share, revenue, and profitability due to competition from both current and new competitors. A few examples of competitive risk factors are aggressive pricing tactics, new product development, brand loyalty, and market saturation. Entrepreneurs may be exposed to competitive risks if they are unable to successfully position their brand, differentiate their goods, or adjust to shifting competition dynamics. Entrepreneurs must perform competitive analysis, pinpoint distinctive value propositions, and consistently innovate to keep one step ahead of rivals in order to reduce competitive risk.

In conclusion, being an entrepreneur has a certain amount of risk, and in order to thrive in the cutthroat business world, one must overcome a number of obstacles and uncertainties. Through efficient identification, evaluation, and mitigation of risks, entrepreneurs can enhance their prospects of constructing enduring and robust enterprises that prosper in the long run.

### 2.1.7 Challenges of Entrepreneurship

- **Uncertainty**  
It can be difficult to forecast results and make successful plans when navigating the unpredictable market conditions, client preferences, and competitive landscapes that come with being an entrepreneur.
- **Financial Constraints**  
It can be difficult to obtain funding for cash flow, expansion, or beginning costs, particularly for first-time business owners without references or collateral.
- **Resource Limitations**  
Entrepreneurs' capacity to carry out plans and develop operations effectively is hampered by a lack of resources, including time, labor, and technology.
- **Market Competition**  
To stand out, entrepreneurs must differentiate their offerings and consistently innovate in response to competition from both long-standing players and recent arrivals.
- **Risk Management**  
Proactive planning, monitoring, and mitigation techniques are needed to manage a variety of risks, including as financial, market, operational, and legal threats.
- **Work-Life Balance**  
Entrepreneurs frequently put in long workdays and deal with a lot of stress, which can be detrimental to their health and interpersonal connections.
- **Regulatory Compliance**  
Particularly in highly regulated businesses, entrepreneurs face difficulties navigating the myriad legal and regulatory requirements, including taxes, licenses, permits, and industry standards.
- **Decision Making**  
Under duress, entrepreneurs must make important choices by calculating risks against possible rewards and striking a balance between immediate requirements and long-term objectives. Choosing the incorrect course of action might have serious repercussions for the company.

## Review of variables

### Entrepreneurial Intention

Aizen (1991) described attitude as a person's degree of good feelings or their assessment of particular activities unfavorably. This is how the students' ideas and sentiments regarding entrepreneurship are expressed in this article. It can be classified as an instrument or sense behavioral characteristic. impressive attitude regardless of whether the actions are deemed beautiful by others. Conversely, a comparison of thirty instruments shows if the behavior is advantageous or detrimental. Mentality One crucial element connected to the desire feeling is behavior (or) capacity to sway corporate objectives. Santos et al. (2016) and Lineayou (2011a) claim that ATE improves emotional intelligence (EI).

### Entrepreneurial behavior

Emotion behavioral control is Aizen's (1991) third and most significant element. PBC is directly tied to self-esteem and looks at the perceived likelihood of performance qualities (Krueger et al., 2000). CPB said starting their own business was easy or challenging (Ajzen, 1991). Not concerned certain researchers link PBC to self-efficacy; Aizen (2002), in particular, takes a broader approach by include perceived control behavior. PBC is positive, according to Santos et al. doctor (2016) and Lin'an i. (2011a). It improves emotional intelligence. Generally speaking, it is preferable when the attitude and SN are more positive mental stability and a strong will to carry it out. Conduct (Bosnjak & colleagues, 2020).

### Entrepreneurial Education

Teaching entrepreneurial thinking and abilities is the focus of entrepreneurship training (Bae et al., 2014). "Pedagogical programs or educational processes" are included.skills and mindset of an entrepreneur (Fayol et al., 2006, p. 702). There is disagreement about whether education fosters entrepreneurship because some empirical research has proved the opposite. As per the reports of several scholars (Blok et al., 2013; Iakovleva and Kolvereid, 2009; Kolvereid and Moen, 1997; Suitaris et al., 2007; Valier, 2016; Walter and Dohse, 2012), there appears to be a negative correlation or lack of statistical significance in the association between EE and these outcomes.(2014) found that there was a favorable correlation between EE and business intentions in their meta-analysis.40% of people took entrepreneurial courses, according to et al. (1995).Start your own business. According to Linyan (2008), EE has the power to influence students' attitudes, intentions, and behaviors. Previous research has also demonstrated that specific university-supporting policies and practices can encourage entrepreneurship. University incubators and financial resources (Mian, 1997), faculty advisors and technology transfer departments (Mian, 1996), and university venture capital (Lerner, 2005) are examples of student connection areas. Entrepreneurship and Curriculum Development Universities offer nervous support, which is a good way to acquire what you need. Youth entrepreneurship and the education of entrepreneurs. Career neutrality (Lin & Si, 2014; Henderson & Robertson, 1999).The impact

of education on networks and promising entrepreneurs in university settings. The academic community has become interested in the connection between university assistance, recruitment of new enterprises, and aid (Trivedi 2014). According to Trivedi (2016), university environments and support NBK's beneficial influence. Zhang et al. (2014) discovered. There is a positive correlation between students' entrepreneurial intention and EA. Self-employed / Model Parent

### Motivation

When it comes to encouraging students' entrepreneurial goals, motivation is crucial. An entrepreneurial spark can be ignited as students embark on their learning journey by a potent confluence of elements like a strong desire for autonomy, a love of invention, and the desire for financial gain. GUT students may apply their academic knowledge and abilities in practical ways by launching their own enterprises, which gives them a sense of fulfillment and purpose. Furthermore, the attraction of substantial social influence along with the chance for individual development acts as a potent stimulant for business goals. By fostering and utilizing this enthusiasm, GUT students may be able to launch profitable businesses and cause a boom in entrepreneurial activity.

### Fear Of Failure

New graduates' entrepreneurial goals are sometimes obscured by their fear of failure. These students can be reluctant to launch a business despite having excellent academic records because they are afraid of failing. Their worry may intensify due to their desire for success and the uncertainty that accompanies launching a business. It takes a supportive environment that promotes risk-taking, resilience, and the capacity to learn from failures to overcome this anxiety. Universities may lessen graduates' fear of failure and empower them to confidently pursue their goals by creating an environment where entrepreneurship is valued as an educational opportunity. Its goals for business.

### Environmental Factors

Students' ambitions to start their own businesses are greatly influenced by their environment. Their inclination for entrepreneurship is heavily influenced by the cultural, economic, and social characteristics of the surrounding ecosystem. Aspirations to become an entrepreneur can be stimulated and fueled by encountering successful businesspeople, support systems, resources, and mentorship opportunities. Furthermore, the perspectives of students regarding their aptitude and desire to choose a career can also be influenced by regional business policies, economic conditions, and the number of creative companies in the area. launching a company. Consequently, in order to effectively foster student entrepreneurship intentions, universities and policy makers must comprehend and take advantage of these environmental elements.



## Literature Review

- **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 et al. Et al (1995), 40% of people took entrepreneurship courses.
- **EA Dioneo-Adetayo (2006)**, the first study explores challenges and prospects of youth entrepreneurship in Khayelitsha, South Africa, citing lack of awareness as a hindrance. The second study investigates youth attitudes toward entrepreneurship in southwestern Nigeria, identifying personality traits, infrastructure, finance, and education as influential factors. It concludes that these factors shape youth attitudes, impacting skill development and program effectiveness.
- **Lalit Sharma (2018)**, this paper aims to explore the influence of gender and regional cultures on entrepreneurial intentions and perceived barriers to entrepreneurship in two distinct regions of a state. The study responds to a recognized need for research that considers both gender and cultural dimensions, highlighting the potential interactive effects between sex and culture. By addressing this gap, the research aims to provide insights that could reconcile contradictory findings often observed when either sex or culture is studied in isolation.
- **CJ Sonowal (2023)**, the development of indigenous entrepreneurship is crucial for economic progress in India, particularly among rural and tribal populations. Due to innate traits, indigenous kids, however, frequently exhibit resistance to entrepreneurship. A major objective of the study is to investigate these characteristics and determine ways to improve entrepreneurial activities among indigenous youth.
- **Nivesh Sharma, Dr Shashi Punam, Digvijoy Phukan(2023)**, This article explores the perspective of Himachal Pradesh's university students on entrepreneurship and government schemes. While some express interest in ventures, concerns about risks hinder immediate career choices. Lack of awareness about government schemes is noted. The author emphasizes the need for social workers to raise awareness and guide youth in entrepreneurial pursuits.
- **Esther Rahim Salam and Rahman Adams (2022)**, the elements influencing young people's entrepreneurial mindsets were investigated in this case study. The results indicated that parents' selections of courses were influenced and that one major barrier was money. In addition to highlighting the need for more research including parents and guardians, the study suggests early entrepreneurship training.

- Daniel Badulescu and Mariana Vancea(2013)**, This study investigates the intents and attitudes of post-graduate business administration students at a public institution in Romania toward entrepreneurship. It attempts to evaluate self-perception, self-efficacy, and the idea of entrepreneurship as a career prospect. The results will guide policy development and curriculum enhancement measures aimed at better preparing students for future occupations filled with entrepreneurship.
- Mohammad Zainal(2021)**, This study examines the impact of entrepreneurial profile features on the career development of young people in Kuwait, emphasizing the moderating function of entrepreneurial education. The study uses structural equation modeling using data from 170 students at Kuwait University's College of Business Administration and a quantitative methodology to provide insightful information on Kuwait's entrepreneurial environment.
- Dr. Jean Kahuisa Makina(2022)**, Young urban Congolese are motivated to start businesses, according to a study done in Kinshasa, the Democratic Republic of the Congo. Important variables include independence, reducing poverty, generating jobs, and regional development calls for the improvement of entrepreneurial education and inspires driven people to take action. Special emphasis on entrepreneurship in developing nations, supporting the growth of fledgling Congolese initiatives.
- Nilam Panchal (2020)**, the purpose of the study is to find out how Gujarati young women perceive support networks, job preferences, and entry barriers when it comes to entrepreneurship. It examines the effects of environment, culture, and education on women's entrepreneurship, highlighting the difficulties and potential advantages for society in different parts of the nation.
- Ekta Sinha (2018)**, The tendency of women toward entrepreneurship is investigated in this study, with a focus on SRIMCA students in Bardoli, Gujarat. It highlights the significance of gauging young women's interest in bolstering India's economy as it focuses on the shift from school to a career. The role of social networking, motivating variables, and data analysis using IBM SPSS are all explored in this study.

# **CHAPTER 3**

## **DATA ANALYSIS & INTERPRETATION**

## **DATA ANALYSIS AND INTERPRETATION**

Data analysis is the process of systematically applying statistical and logical techniques to describe and illustrate, contents and recap and evaluate data.

Here, it is divided into,

- Demographic analysis
- Descriptive analysis

### **A. Demographic analysis**

Demographic analysis is the study of a population- based on factors such as age, race and sex. Demographic data refers to socioeconomic information expressed statistically, including employment, education, income, marriage rates, birth and death rates and more.

- The only demographic factor used in this study is gender wise distribution.

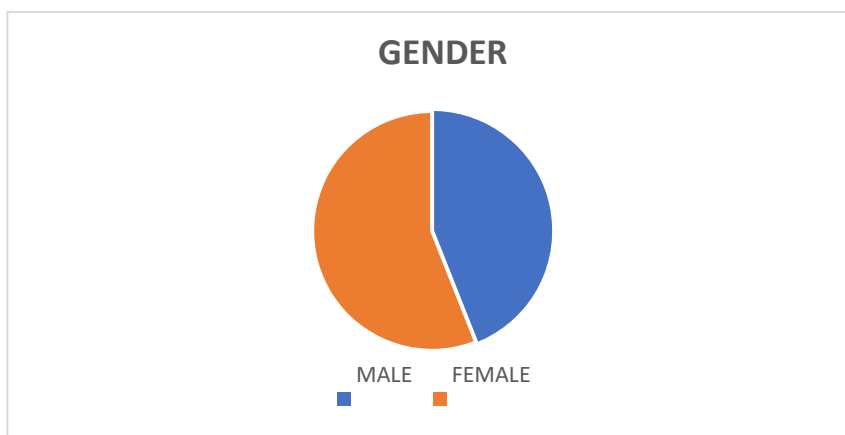
### **3.1 Gender wise distribution**

The respondents are classified on the basis of gender as male and female.

*Table 3.1 gender wise distribution*

<b>GENDER</b>	<b>NO. OF RESPONDENTS</b>	<b>PERCENTAGE</b>
Male	33	<b>44%</b>
Female	42	<b>56%</b>
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.1 gender wise distribution*



### **INFERENCE**

Majority of the respondents (56%) are Females and the remaining 44% are Males.

**B. Descriptive analysis**

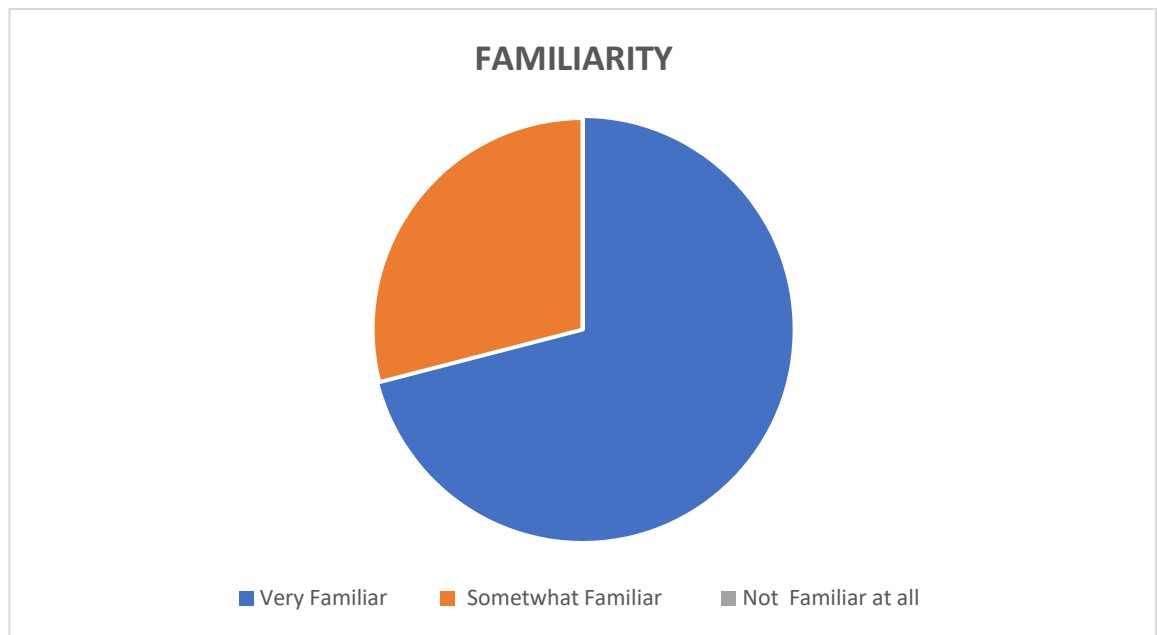
Descriptive analysis is a sort of data research that aids in describing, demonstrating or helpfully summarizing data points so those patterns may develop that satisfy all of the conditions of the data. It is the technique of identifying patterns and links by utilizing recent and historical data.

**3.2 How would you describe your familiarity with the term “entrepreneurship”?**

*Table 3.2*

SCALE	NUMBER OF RESPONDENTS	PERCENTAGE
Very Familiar	53	71%
Somewhat Familiar	22	29%
Not Familiar at all	0	0
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.2*



**INFERENCE**

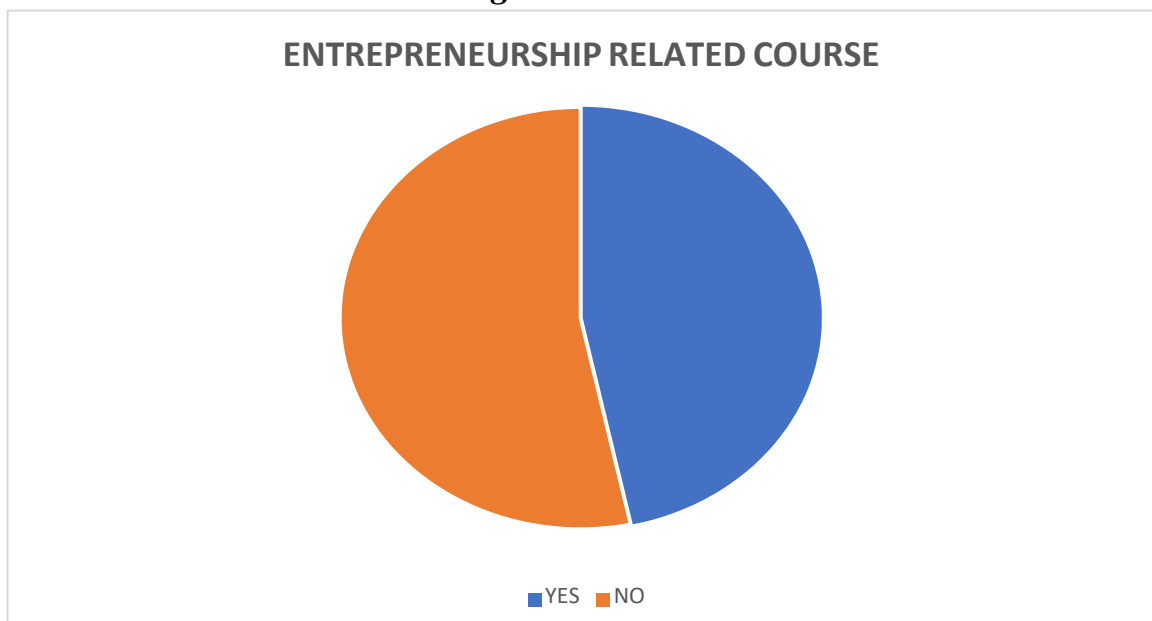
Majority of the respondents were very familiar about entrepreneurship. 22 respondents were somewhat familiar of entrepreneurship and none was not familiar about entrepreneurship.

### 3.3 Have you ever taken any entrepreneurship related course?

*Table 3.3*

SCALE	NUMBER OF RESPONDENTS	PERCENTAGE
YES	35	47%
NO	40	53%
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.3*



#### **INFERENCE**

47% of the respondents have taken course related to entrepreneurship and 53% of the respondents have not taken any course related to entrepreneurship.

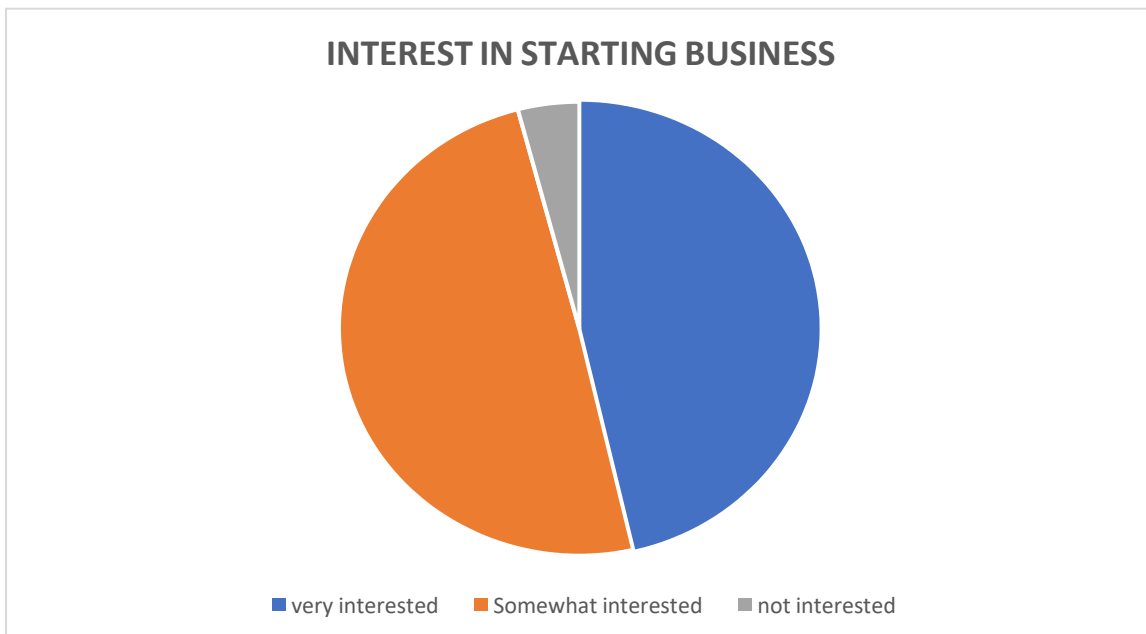


**3.4 How will you rate your interest in starting your own business in the future?**

*Table 3.4*

SCALE	NUMBER OF RESPONDENTS	PERCENTAGE
VERY INTERESTED	34	45%
SOMEWHAT INTERESTED	36	48%
NOT INTERESTED AT ALL	3	4%
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.4*



**INFERENCE**

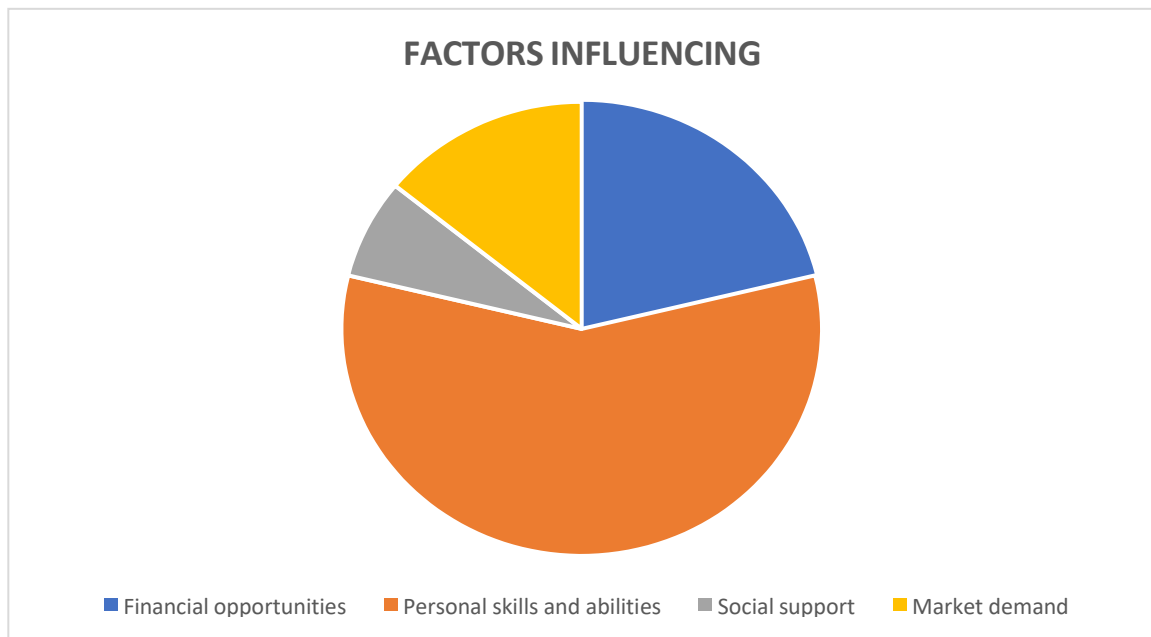
45% of the respondents are very interested in starting their own business and 48% of them are somewhat interested, 4% are not interested.

**3.5 What factors do you believe that influence entrepreneurial intentions the most?**

*Table 3.5*

<b>FACTORS</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE</b>
FINANCIAL OPPORTUNITIES	16	<b>21%</b>
PERSONAL SKILLS AND ABILITIES	43	<b>57%</b>
SOCIAL SUPPORT	5	<b>7%</b>
MARKET DEMAND	11	<b>14%</b>
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.5*



**INFERENCE**

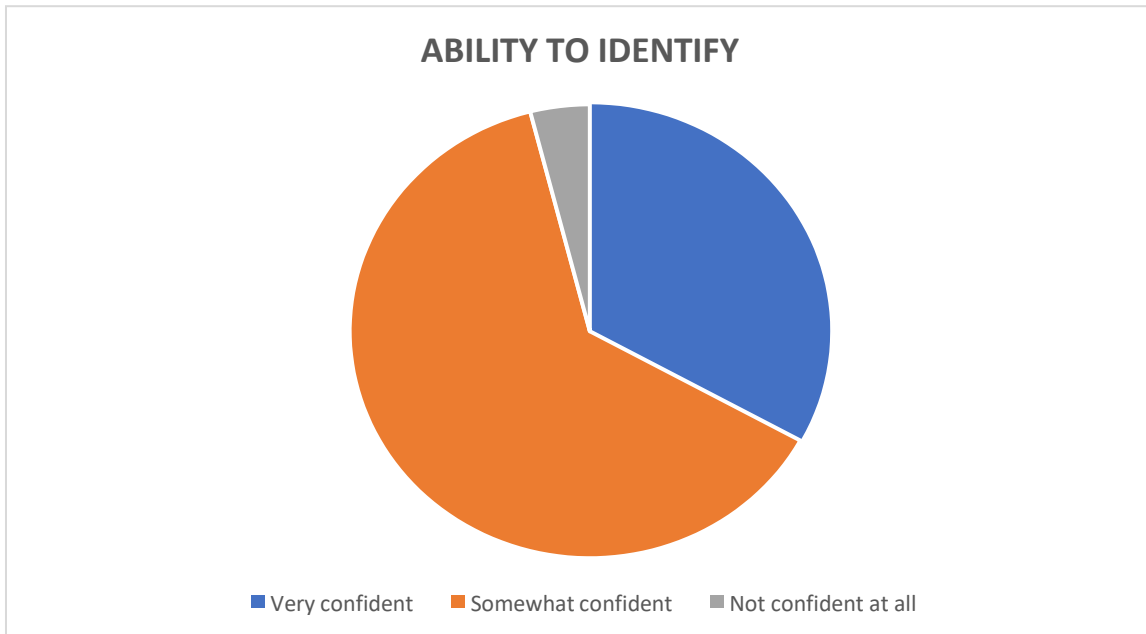
Here, 21% of the respondents has preferred financial opportunities, 57% of them are personal skills and abilities, 7% is social support and 14% market demand.

**3.6 How confident are you in your ability to identify and pursue business opportunities?**

*Table 3.6*

<b>SCALE</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE</b>
VERY CONFIDENT	25	<b>33%</b>
SOMEWHAT CONFIDENT	47	<b>63%</b>
NOT CONFIDENT AT ALL	3	<b>4%</b>
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.6*



**INFERENCE**

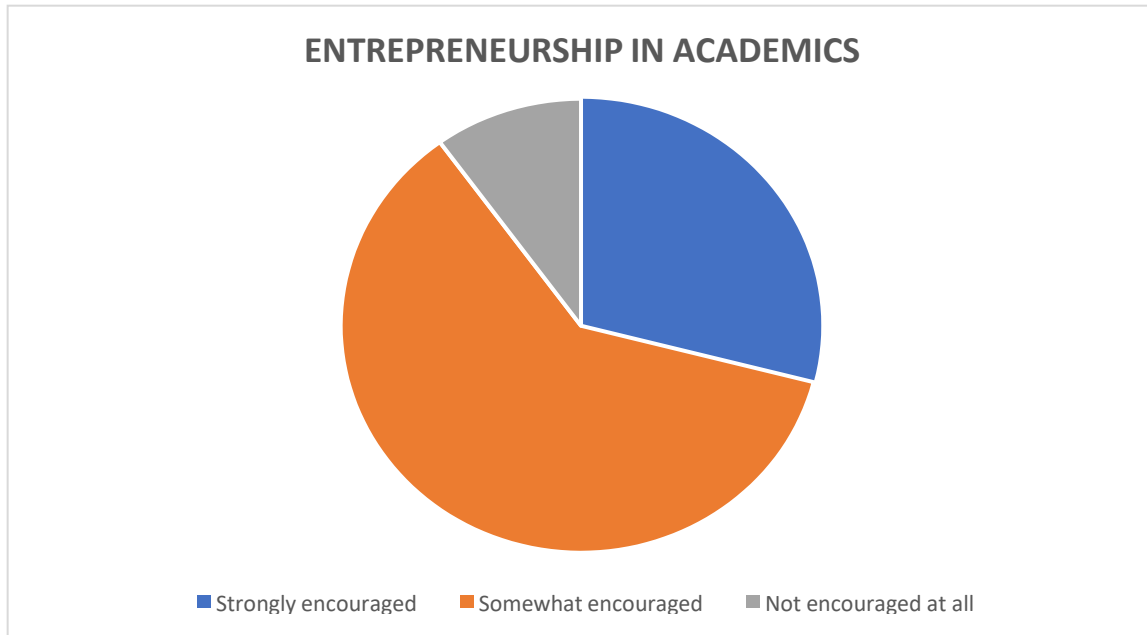
Majority of the respondents (47/75) are somewhat confident about their ability to identify and pursue business opportunities, while other some respondents (25/75) are very confident about their ability. The remaining respondents (3/75) are not at all confident about their ability.

**3.7 To what extend do you think entrepreneurship is encouraged in your academic curriculum?**

*Table 3.7*

<b>SCALE</b>	<b>NUMBER OF RESPONDANTS</b>	<b>PERCENTAGE</b>
STRONGLY ENCOURAGED	22	<b>29%</b>
SOMEWHAT ENCOURAGED	46	<b>61%</b>
NOT ENCOURAGED AT ALL	7	<b>10%</b>
	<b>75</b>	<b>100%</b>

*Figure 3.7*



**INFERENCE**

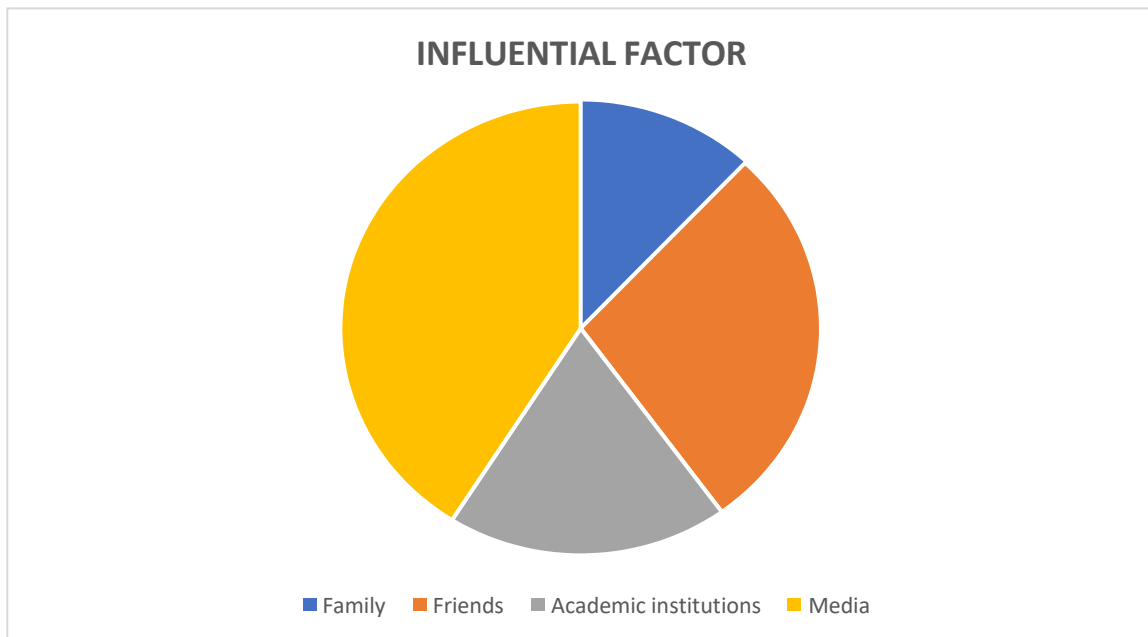
61% of the respondents stated that entrepreneurship is somewhat encouraged in their academic curriculum and 29% of respondents stated entrepreneurship is strongly encouraged in their academics and the remaining 10% of the respondents stated entrepreneurship is not encouraged at all in their academics.

**3.8 What sources do you find most influential in shaping your perceptions about entrepreneurship?**

*Table 3.8*

<b>FACTORS</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE</b>
FAMILY	9	12%
FRIENDS	21	28%
ACADEMIC INSTITUTIONS	14	19%
MEDIA	31	41%
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.8*



**INFERENCE**

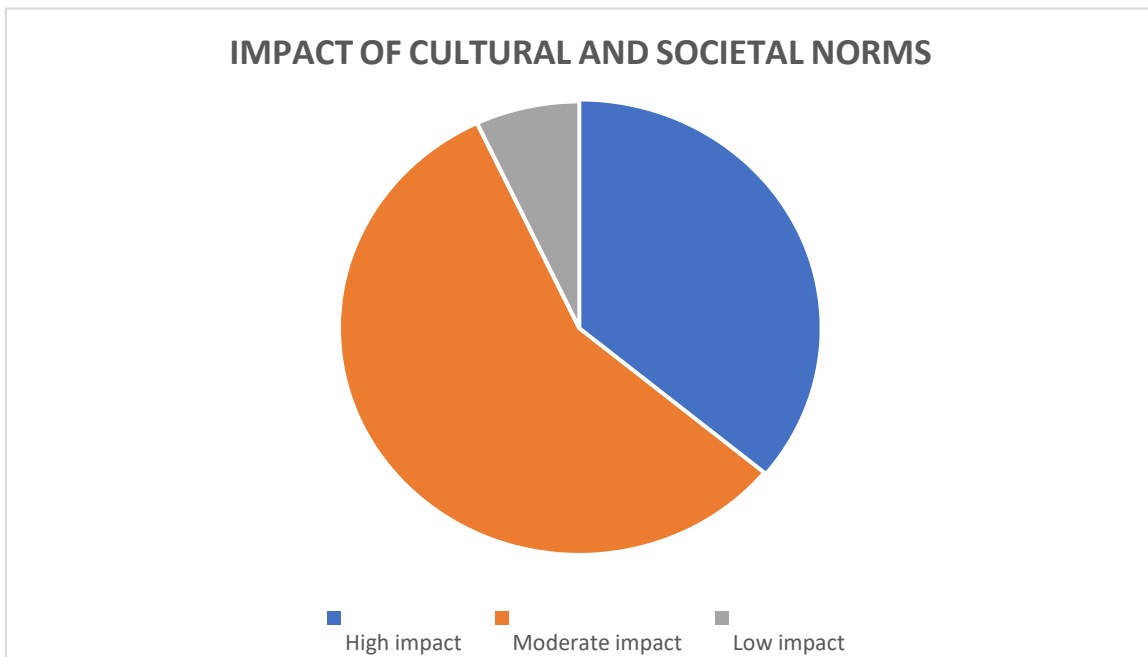
Here, most influential factor regarding shaping your perceptions about entrepreneurship is media (41%), followed up by friends with 28%, academics institutes with 19%, and family with 12% response.

**3.9 How will you rate the impact of cultural and societal norms on your entrepreneurial aspirations?**

*Table 3.9*

<b>SCALE</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE</b>
HIGH IMPACT	27	<b>36%</b>
MODERATE IMPACT	43	<b>57%</b>
LOW IMPACT	5	<b>7%</b>
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.9*



**INFERENCE**

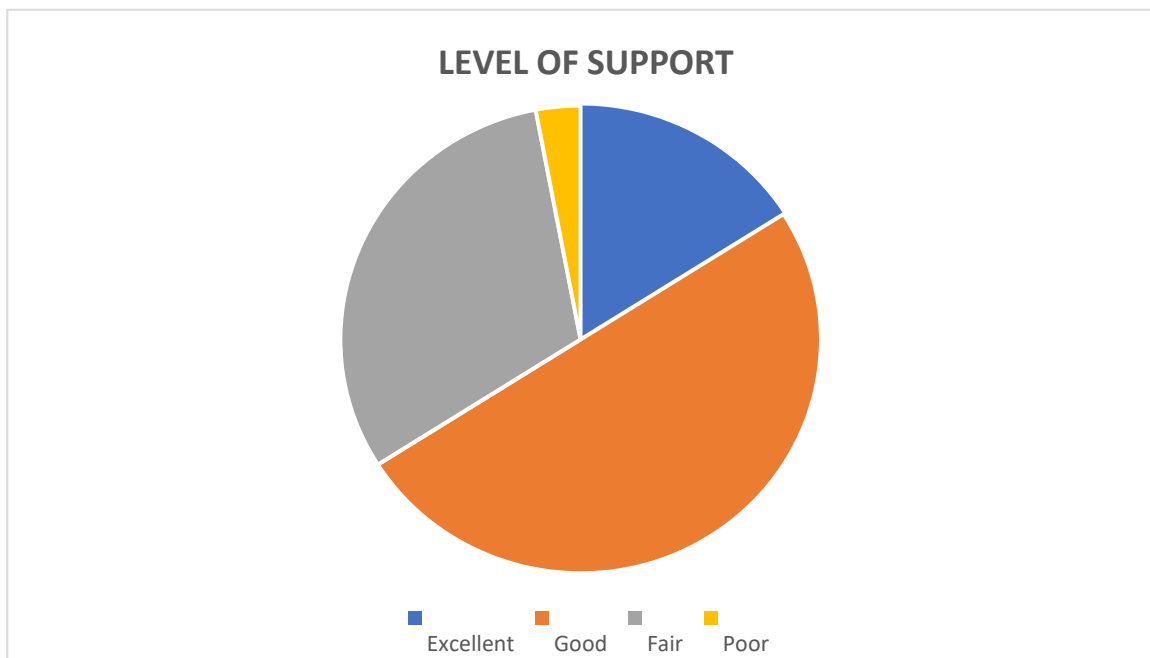
Cultural and societal norms have moderate impact (57%) on entrepreneurial aspirations. Even though, 36% of the respondents stated to have high impact. 7% of the respondents stated to have low impact.

**3.10 How do you perceive the level of support available for aspiring entrepreneurs in Ernakulam district?**

*Table 3.10*

<b>SCALE</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE</b>
EXCELLENT	12	<b>16%</b>
GOOD	38	<b>50%</b>
FAIR	23	<b>31%</b>
POOR	2	<b>3%</b>
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.10*



**INFERENCE**

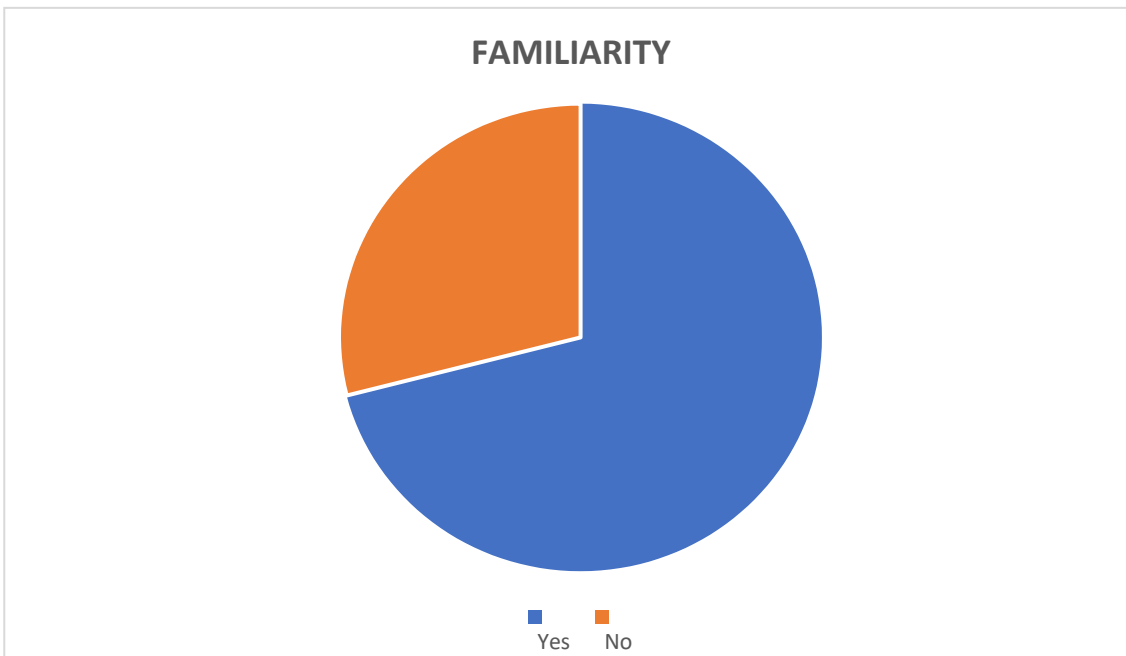
38 of the respondents responded that a good level of support is available for aspiring entrepreneurs in Ernakulam district. 23 responded to have fair level of support, 12 responded to have excellent level and 2 responded to have a poor level of support.

**3.11 Are you familiar with any local entrepreneurial success stories in Ernakulam district?**

*Table 3.11*

SCALE	NUMBER OF RESPONDENTS	PERCENTAGE
YES	53	71%
NO	22	29%
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.11*



**INFERENCE**

71% of the respondents were familiar with a successful entrepreneurial story while 29% of the respondents were not familiar with any successful entrepreneurial story.

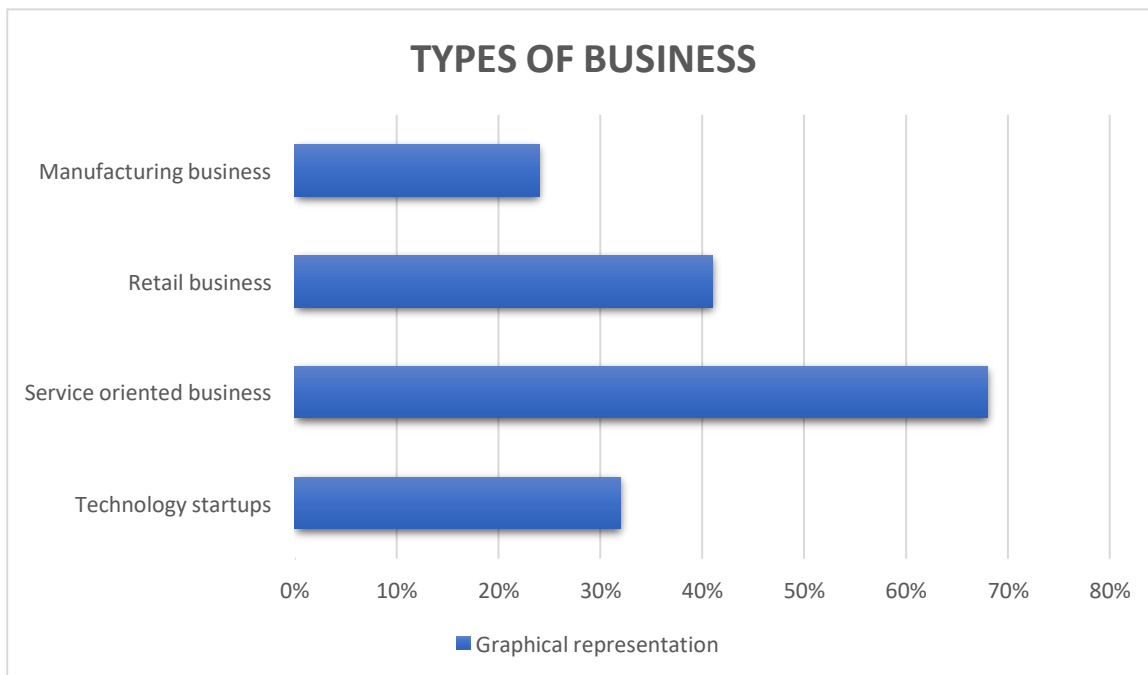


**3.12 What type of business do you find appealing? (All that applies)**

**Table 3.12**

<b>TYPES</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE</b>
TECHNOLOGY STARTUPS	24	<b>32%</b>
SEVICE ORIENTED BUSINESS	51	<b>68%</b>
RETAIL BUSINESS	31	<b>41%</b>
MANUFACTURING BUSINESS	18	<b>24%</b>
<b>TOTAL</b>	-	-

*Figure 3.12*



**INFERENCE**

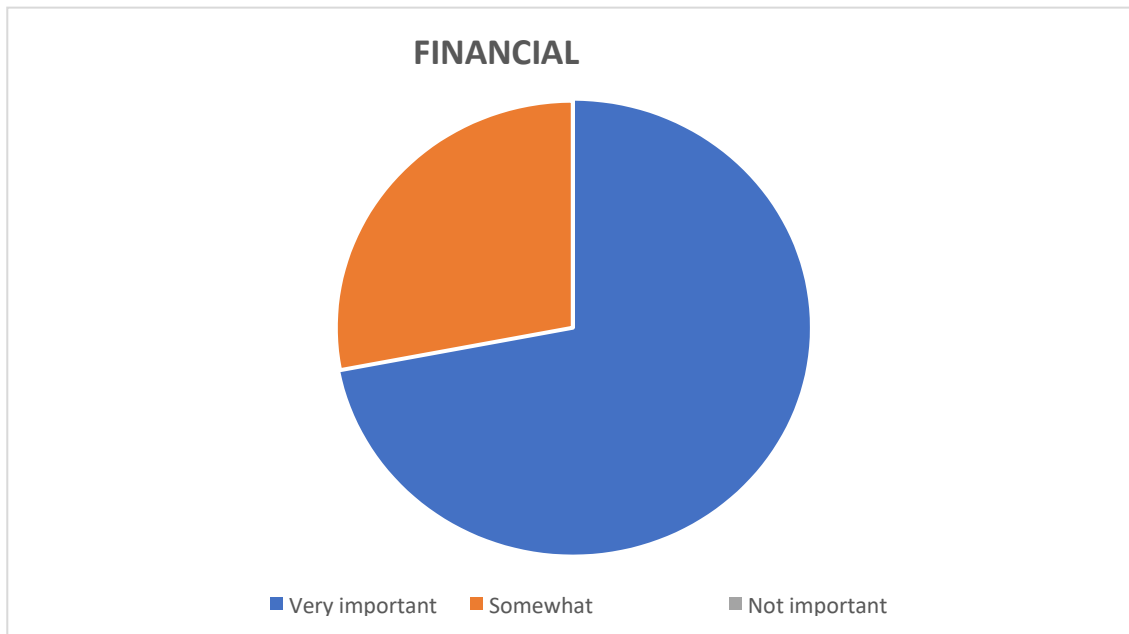
68% of the respondents preferred service oriented business to be appealing, 41% of the respondents preferred retail business, 32% of the respondents preferred technology startups and 24% of the respondents preferred manufacturing business.

**3.13 How important is financial stability to you when considering entrepreneurship?**

*Table 3.13*

<b>SCALE</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE</b>
VERY IMPORTANT	54	<b>72%</b>
SOMEWHAT IMPORTANT	21	<b>28%</b>
NOT IMPORTANT	0	<b>0%</b>
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.13*



**INFERENCE**

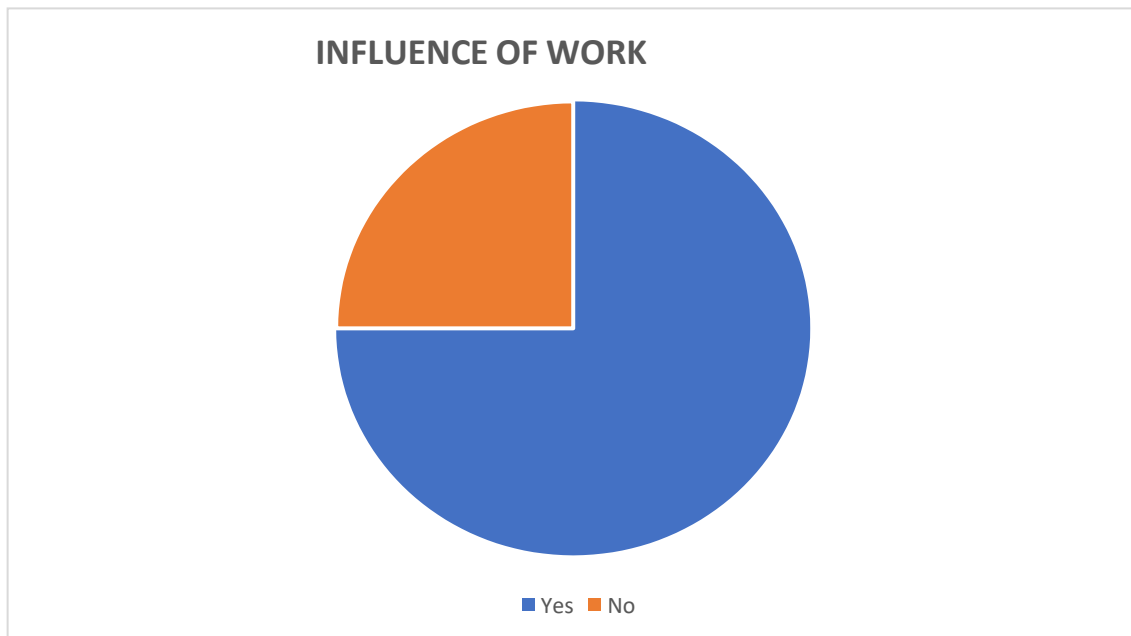
Majority of the respondents that is, 72% of the respondents consider financial stability is very important in entrepreneurship. 28% of the respondents consider financial stability is somewhat important, while none of them thinks financial stability is not important.

**3.14 Do you think having prior work experience enhances one’s entrepreneurial capabilities?**

*Table 3.14*

SCALE	NUMBER OF RESPONDENTS	PERCENTAGE
YES	56	75%
NO	19	25%
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.14*



**INFERENCE**

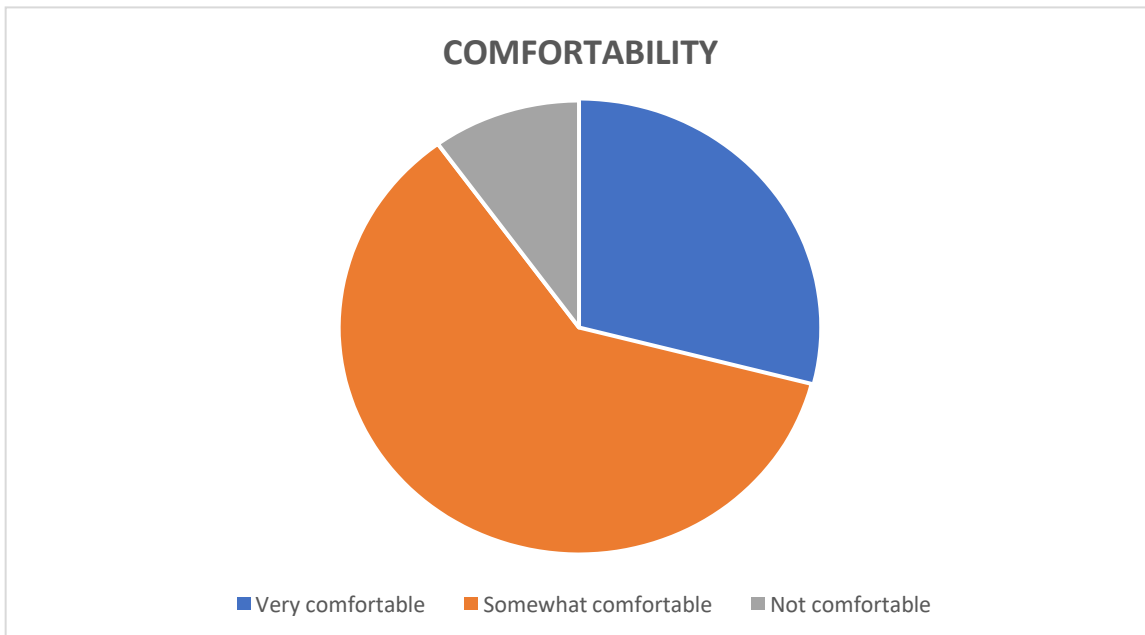
56 of the respondents think prior work experience enhances one’s entrepreneurial capabilities. 19 of the respondents think prior work experience does not enhance one’s entrepreneurial capabilities.

**3.15 How comfortable are you with taking risks associated with entrepreneurship?**

*Table 3.15*

<b>SCALE</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE</b>
VERY COMFORTABLE	22	<b>29%</b>
SOMEWHAT COMFORTABLE	46	<b>61%</b>
NOT COMFORTABLE	7	<b>10%</b>
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.15*



**INFERENCE**

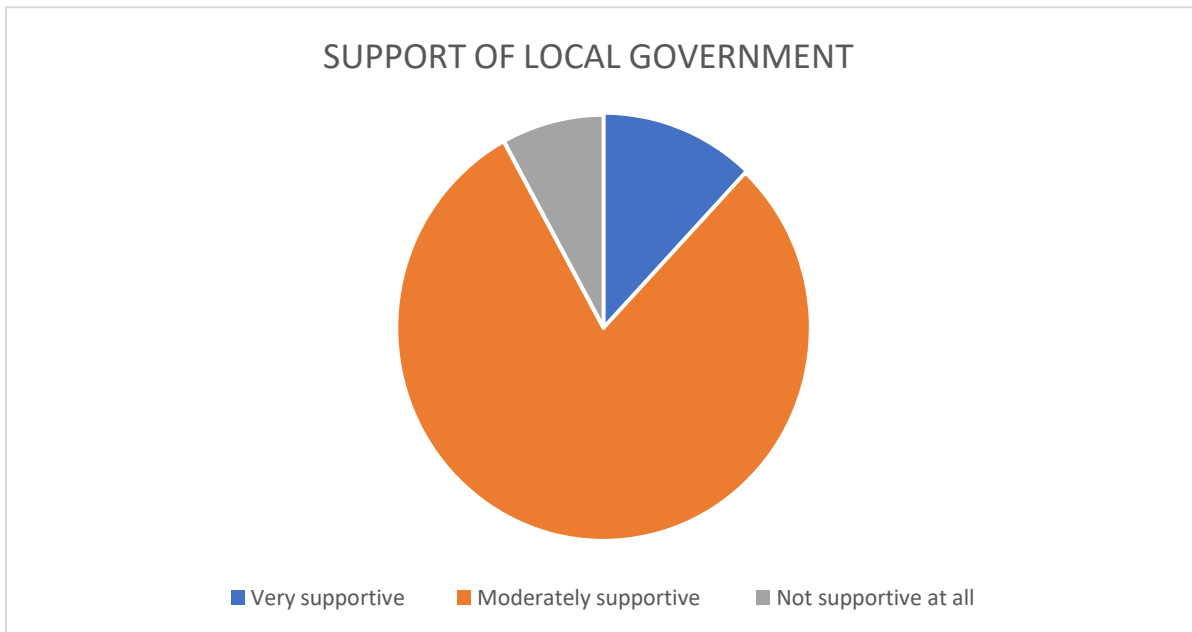
29% of the respondents were very comfortable with taking risks associated with entrepreneurship. 61% of the respondents were somewhat comfortable and 10% of the respondents were not comfortable.

**3.16 In your opinion, how supportive is the local government in promoting entrepreneurship in the Ernakulam district ?**

*Table 3.16*

<b>SCALE</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE</b>
VERY SUPPORTIVE	9	<b>12%</b>
MODERATELY SUPPORTIVE	60	<b>80%</b>
NOT SUPPORTIVE AT ALL	6	<b>8%</b>
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.16*



**INFERENCE**

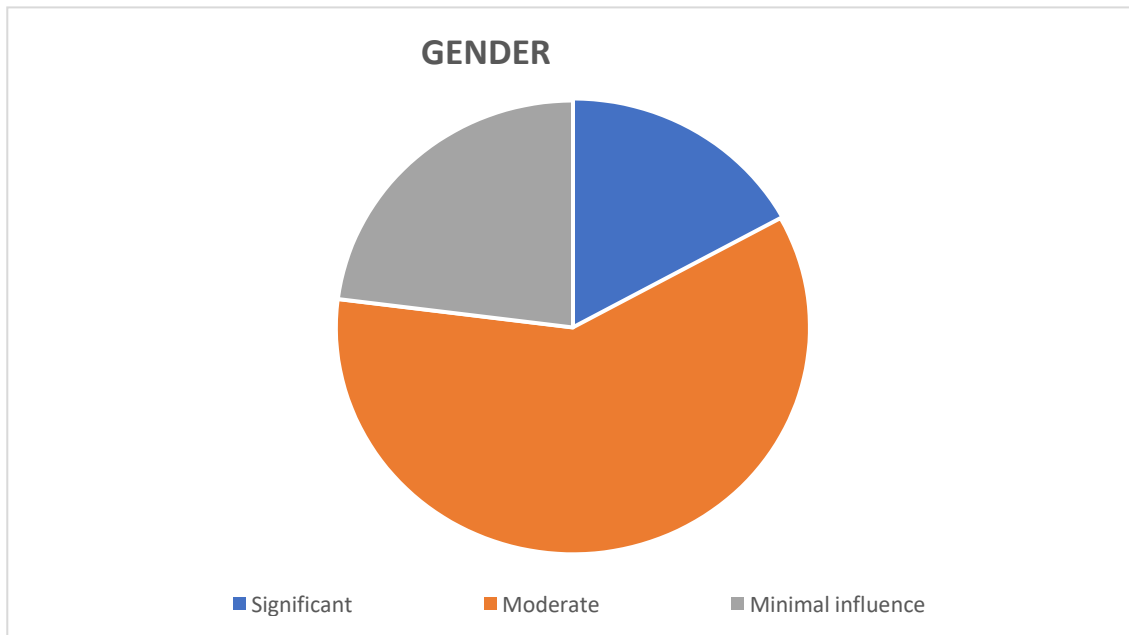
9 respondents think local government is very supportive, 60 respondents think the local government support is moderate and 6 of the respondents think local government is not supportive at all.

**3.17 To what extend do you believe gender influences entrepreneurial opportunities in Ernakulam district?**

*Table 3.17*

SCALE	NUMBER OF RESPONDENTS	PERCENTAGE
SIGNIFICANT INFLUENCE	13	17%
MODERATE INFLUENCE	45	60%
MINIMAL INFLUENCE	17	23%
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.17*



**INFERENCE**

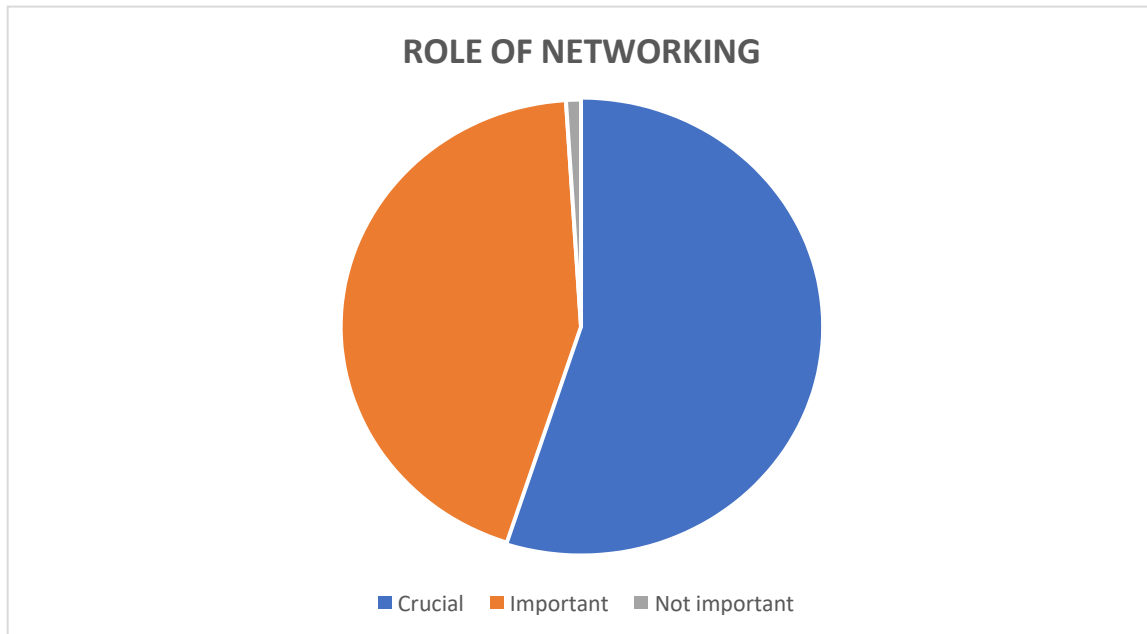
Most of the respondents (60%) states gender has a moderate influence on entrepreneurial opportunities. 23% and 17% of the respondents states gender has minimal and significant influence respectively on entrepreneurial opportunities.

**3.18 How do you perceive the role of networking in the success of an entrepreneur?**

*Table 3.18*

<b>SCALE</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE</b>
CRUCIAL	41	55%
IMPORTANT	33	44%
NOT IMPORTANT	1	1%
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.18*



**INFERENCE**

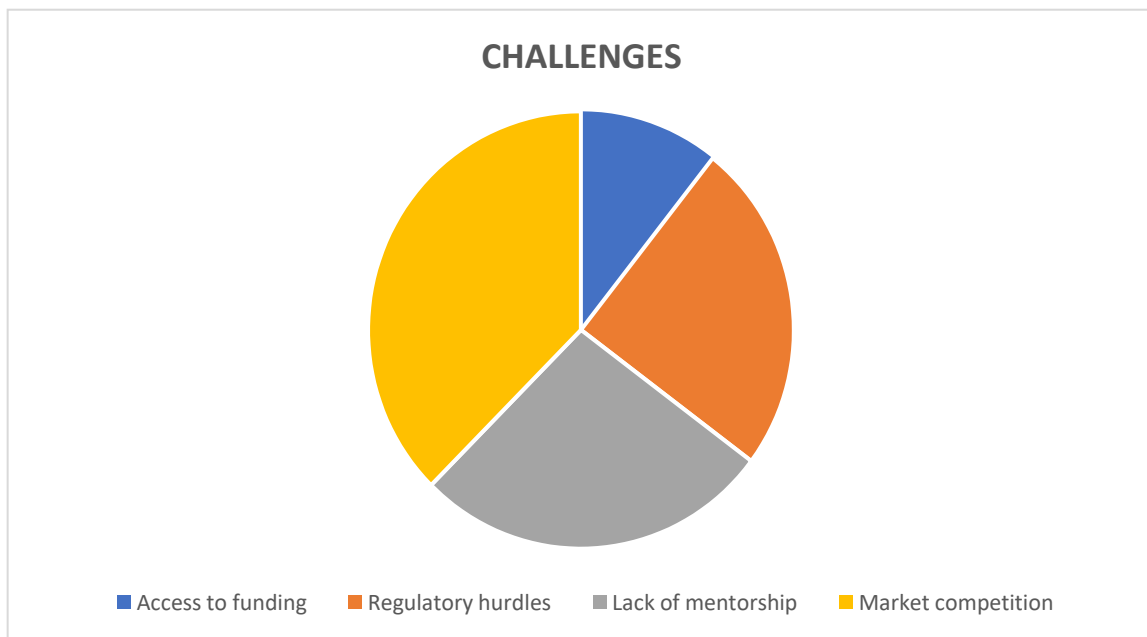
The networking have a crucial role in the success of an entrepreneur according to the responses (55%). 44% of them thinks it is important and 1% thinks it's not important.

**3.19 What challenge do you think aspiring entrepreneurs face in Ernakulam district?**

*Table 3.19*

<b>CHALLENGES</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE</b>
ACCESS TO FUNDING	23	<b>31%</b>
REGULATORY HURDLES	14	<b>19%</b>
LACK OF MENTORSHIP	16	<b>21%</b>
MARKET COMPETITION	22	<b>29%</b>
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.19*



**INFERENCE**

Out of the total respondents 23 of them thinks access to funding is the major challenge, 14 of them thinks it's regulatory hurdles, 16 of them thinks it's lack of mentorship and 22 of them thinks it's market competition.

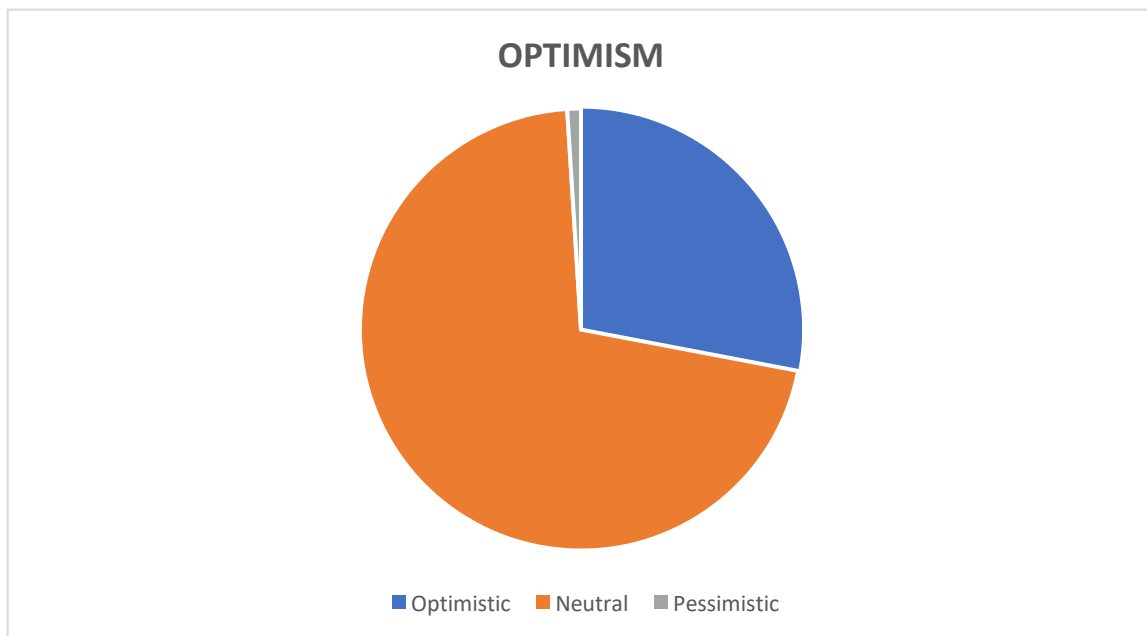


**3.20 How optimistic are you about the overall entrepreneurial ecosystem in Ernakulam district?**

*Table 3.20*

<b>SCALE</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE</b>
OPTIMISTIC	21	28%
NEUTRAL	53	71%
PESSIMISTIC	1	1%
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.20*



**INFERENCE**

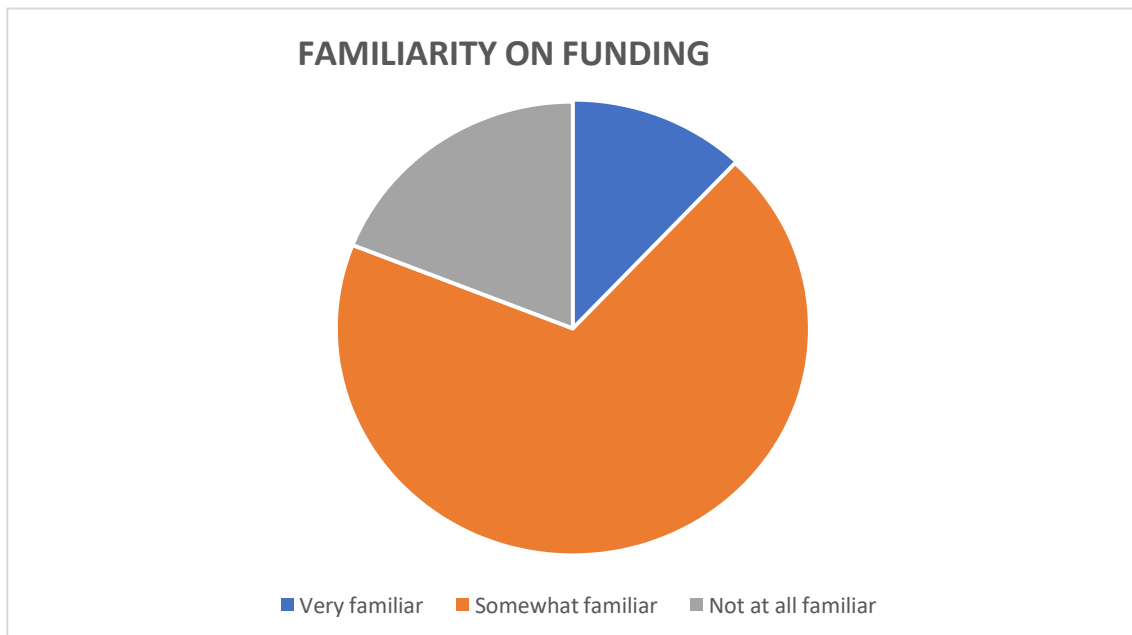
The overall entrepreneurial ecosystem in Ernakulam district is neutral as per 53 responses. It is optimistic as per 21 responses and is pessimistic as per 1 response.

**3.21 How familiar are you with the various funding options available for aspiring entrepreneurs in Ernakulam district?**

*Table 3.21*

<b>SCALE</b>	<b>NUMBER OF RESPONDENTS</b>	<b>PERCENTAGE</b>
VERY FAMILIAR	9	12%
SOMEWHAT FAMILIAR	52	69%
NOT AT ALL FAMILIAR	14	19%
<b>TOTAL</b>	<b>75</b>	<b>100%</b>

*Figure 3.21*



**INFERENCE**

Only the least no: of respondents (9/75) were very familiar about the funding options available for entrepreneurs. Majority no: of respondents (52/75) were somewhat familiar about the funding options and 14 respondents were not at all familiar about the funding options.

**CHAPTER – 4**  
**FINDINGS, SUGGESTIONS,**  
**CONCLUSION**

## **Introduction**

Setting the scene, the introduction emphasizes how important entrepreneurship is to economic growth, innovation, and job creation. It highlights the growing tendency of young people pursuing entrepreneurship as a result of their distaste for established work arrangements and desire for freedom. Driven by government initiatives and a strong startup environment, India's entrepreneurial landscape offers a wide range of opportunities in multiple sectors, such as manufacturing and digital platforms.

The purpose of this research is to examine students' propensities for entrepreneurship and the ways in which different teaching approaches can foster entrepreneurial abilities. It places a focus on the application of business knowledge and establishes a relationship between students' overall academic achievement and how satisfied they are with their entrepreneurship courses.

The problem statement highlights the pressing need that graduating students have to make career decisions, which are frequently impacted by demands from their families and society. It describes the study topics that center on how students view entrepreneurship and how their surroundings affect the choices they make about their careers.

The objectives of the study are:

- To identify how students feel about entrepreneurship as a career option.
- To analyze the comprehension on entrepreneurship of the commerce graduates in Ernakulam district.
- To understand the scope of upcoming entrepreneurial aspirants among Graduates in Ernakulam district.

In conclusion, this chapter offers a thorough assessment of the goals, importance, reach, constraints, and methodology of the study, laying the groundwork for future investigations into the inclination of students in the Ernakulam district to pursue professions in entrepreneurship.

## **Findings**

On the basis of objectives, data analysis and interpretation – the major findings of the study are :

- The majority of responders (56%) are women, suggesting a notable representation of women in conversations about entrepreneurship.
- The majority of respondents exhibit a great awareness of entrepreneurial concepts and a high level of familiarity with entrepreneurship.
- A significant portion of the participants had completed courses on entrepreneurship, suggesting a desire to gain information about entrepreneurship.
- A noteworthy percentage of participants (45%) exhibit a strong aptitude towards entrepreneurship and express great enthusiasm in initiating their own firms.

- The respondents' main source of motivation for pursuing entrepreneurship is their own set of talents and competencies.
- The majority of respondents emphasize their self-assurance in entrepreneurial ventures by expressing confidence in their abilities to recognize and seize business opportunities.
- A significant percentage of participants believe that their academic program promotes entrepreneurship in some way.
- Friends and the media both have a big influence on how people view entrepreneurship.
- Respondents acknowledged that cultural and societal standards had a moderate impact on their desires to become entrepreneurs.
- The majority of respondents believe that the Ernakulam district offers aspiring entrepreneurs a good degree of support, pointing to a favorable ecosystem.
- Respondents find service-oriented companies most appealing; retail, technology startups, and manufacturing are next.
- The majority of respondents believe that financial stability is crucial for those pursuing an entrepreneurial career.

These findings provide valuable insights into the attitudes, perceptions, and preferences of graduates towards entrepreneurship, offering a nuanced understanding of the entrepreneurial landscape in Ernakulam district.

## **SUGGESTIONS**

Based on the findings of the project regarding entrepreneurship among Commerce graduates, here are some suggestions:

- Encourage gender diversity initiatives by putting programs and initiatives in place that support and encourage women's engagement in entrepreneurial activities, you may

acknowledge and promote the notable representation of women in entrepreneurship.

- Increase Course Offerings in response to the demand for entrepreneurship-related courses, increase the number of courses that are offered. Make sure students have access to a wide range of entrepreneurial education possibilities by providing a selection of courses that meet their interests and skill level.
- Raise Awareness of Support Services by Educating people about the resources and support services that the Ernakulam district has to offer budding business owners. Encourage students to take advantage of these opportunities by promoting the organizations, networks, and programs that already exist and offer support to entrepreneurs.
- Encourage students to investigate a broad range of entrepreneurial alternatives outside of established areas in order to diversify their entrepreneurial ventures. Emphasize the opportunities for creativity and expansion in manufacturing, retail, technology startups, and service-oriented enterprises. Encourage students to choose endeavors that complement their skills and interests.
- Place a Focus on Financial Literacy to assist aspiring business owners in realizing the value of financial stability in entrepreneurship, offer information and resources on financial management and planning. Provide online materials, training, and seminars on financial risk management, financing options, and budgeting.

## CONCLUSION

The study's conclusions provide insight into the preferences, attitudes, and views of commerce graduates toward entrepreneurship in the Ernakulam area. With a noteworthy proportion of women actively participating in debates about entrepreneurship, it is clear that graduates have a great deal of curiosity and passion for pursuing entrepreneurial initiatives. In order to fulfill the increasing demand, entrepreneurship education programs must be improved due to the high degree of awareness and familiarity with entrepreneurial principles as well as the desire to learn more through entrepreneurship courses.

The results underscore the need of cultivating a supportive environment for prospective entrepreneurs, both in academic establishments and the wider society. Graduates' entrepreneurial spirit can be further developed by supporting programs that offer money, networking opportunities, mentoring, and gender diversity. Furthermore, graduates can be empowered to investigate and pursue entrepreneurial opportunities across a variety of sectors by integrating entrepreneurship across disciplines and increasing knowledge of the support services that are available.

In order to create focused interventions and programs that address the unique needs and goals of commerce graduates in the Ernakulam area, it will be crucial to expand on these findings going forward. This entails putting gender diversity policies into action, improving the curriculum of entrepreneurship, increasing the number of courses offered, and delivering complete assistance to those who aspire to become entrepreneurs. We can leverage graduates' potential to propel innovation, economic growth, and job creation in the area by cultivating an entrepreneurial and innovative culture.

To sum up, the results of this study offer a useful starting point for further investigations and programs designed to encourage entrepreneurship among graduates of the Ernakulam district's commerce schools. Through the resolution of the issues raised and the utilization of the chances brought to light by this research, we can foster an atmosphere that is more favorable to entrepreneurship and enable graduates to fulfill their dreams of becoming entrepreneurs.



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## APPENDIX

### QUESTIONNAIRE

**Name:**

**Gender:**

Male

Female

**1. How would you describe your familiarity with the term "entrepreneurship"?**

- a. Very familiar
- b. Somewhat familiar
- c. Not familiar at all

**2. Have you ever taken any entrepreneurship-related courses?**

- a. Yes
- b. No

**3. How will you rate your interest in starting your own business in the future?**

- a. Very interested
- b. Somewhat interested
- c. Not interested at all

**4. What factors do you believe that influence entrepreneurial intentions the most?**

- a. Financial opportunities
- b. Personal skills and abilities
- c. Social support
- d. Market demand

**5. How confident are you in your ability to identify and pursue business opportunities?**

- a. Very confident
- b. Somewhat confident
- c. Not confident at all

**6. To what extent do you think entrepreneurship is encouraged in your academic curriculum?**

- a. Strongly encouraged
- b. Somewhat encouraged
- c. Not encouraged at all

**7. Which sources do you find most influential in shaping your perceptions about entrepreneurship?**

- a. Family
- b. Friends
- c. Academic institutions
- d. Media

**8. How will you rate the impact of cultural and societal norms on your entrepreneurial aspirations?**

- a. High impact
- b. Moderate impact
- c. Low impact

**9. How do you perceive the level of support available for aspiring entrepreneurs in Ernakulam District?**

- a. Excellent
- b. Good
- c. Fair
- d. Poor

**10. Are you familiar with any local entrepreneurial success stories in Ernakulam District?**

- a. Yes
- b. No

**11. What types of business do you find most appealing? (Select all that apply)**

- a. Technology start ups
- b. Service-oriented businesses
- c. Retail businesses
- d. Manufacturing businesses

**12. How important is financial stability to you when considering entrepreneurship?**

- a. Very important
- b. Somewhat important
- c. Not important

**13. Do you think having prior work experience enhances one's entrepreneurial capabilities?**

- a. Yes
- b. No

**14. How comfortable are you with taking risks associated with entrepreneurship?**

- a. Very comfortable
- b. Somewhat comfortable
- c. Not comfortable

**15. In your opinion, how supportive is the local government in promoting entrepreneurship in Ernakulam District?**

- a. Very supportive
- b. Moderately supportive
- c. Not supportive at all

**16. To what extent do you believe gender influences entrepreneurial opportunities in Ernakulam District?**

- a. Significant influence
- b. Moderate influence
- c. Minimal influence

**17. How do you perceive the role of networking in the success of an entrepreneur?**

- a. Crucial
- b. Important
- c. Not important

**18. What challenge do you think aspiring entrepreneurs face in Ernakulam District?**

- a. Access to funding
- b. Regulatory hurdles
- c. Lack of mentorship
- d. Market competition

**19. How optimistic are you about the overall entrepreneurial ecosystem in Ernakulam District?**

- a. Very optimistic
- b. Neutral
- c. Pessimistic

**20. How familiar are you with the various funding options available for aspiring entrepreneurs in Ernakulam District?**

- a. Very familiar
- b. Somewhat familiar
- c. Not familiar at all