

# **A Study on Attitude of Graduating Students Towards Entrepreneurship With Special Reference to Dharmadam Panchayat, Kannur District, Kerala**

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## **Abstract**

Entrepreneurship has occurred as an imperative driver of economic growth, innovation, and employment generation across the world. In developing economies like India, the promotion of entrepreneurship among educated youth has become a critical strategy for addressing graduate unemployment and fostering sustainable economic development. Universities and places that make policies are now forfeiting a aiding of consideration to teaching people how to start their businesses and helping them with that. They want people who finish college to generate occupations for others in its place of just looking for a job. In Kerala, where high literacy and educational attainment coexist with relatively limited formal employment opportunities, entrepreneurship offers a promising alternative career pathway.

This study examines the attitudes of graduating students toward entrepreneurship with special reference to Dharmadam Panchayat in Kannur District, Kerala. The study aims to grasp students' views on entrepreneurship, their knowledge of government programs, their self-assurance in entrepreneurial abilities, and the complications that preclude them from launching new businesses. The research utilizes primary data gathered from 50 undergraduate and postgraduate students via a structured questionnaire employing simple random sampling. Descriptive statistical methods were utilized to examine the responses.

The research says that schools and colleges need to do more to help students who want to start their business. This means learning them roughly in what way to start a business giving those people to talk to who can give them advice and telling them more about the programs the government has to help new businesses. If we do these things more people who finish school will want to start their business and it will help Kerala have more new and exciting businesses, which is what we need for a strong entrepreneurial ecosystem, in Kerala.

**Keywords:** Student entrepreneurship, Entrepreneurial attitude, Start-ups, Higher education, Entrepreneurial ecosystem, Kerala

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## Introduction

Entrepreneurship is really important for growth and change. It helps create jobs, brings in new ideas, and makes better use of resources. In countries entrepreneurship is a key way to solve unemployment grows regions and makes new technologies. Lately governments and schools have focused on teaching people to be entrepreneurs. Universities are not even-handed for knowledge and research; they also need to help students start their businesses. The idea of an "university" shows how important it is for schools to help students start businesses share ideas and create new companies. Many things affect whether students want to start their businesses, such as what they learn in school, how confident they feel, if they have help and resources.

Readings display that learning about entrepreneurship really helps students lack to start their businesses. It helps them see opportunities be creative and feel confident starting a business. Kerala is a place to study entrepreneurship among students. Many young people with education are struggling to find formal jobs. They then aspect for careers peripheral their state or even, outside their country. The government of Kerala wants to help entrepreneurship grow in their state. They believe that entrepreneurship can help create jobs and grow the economy. Kerala's startup scene has grown fast. Numerous new-fangled trades are opening in areas, like technology, healthcare and education. The Kerala Start-up Mission helps businesses. It gives

them a place to work, money, advice, a network of innovators. The goal is to aid young people make jobs not find them. Many students still want traditional jobs or to study further. Understanding what students think about entrepreneurship is key. It will help create policies and programs that support entrepreneurship.

This study attempts to analyse the attitudes of graduating students toward entrepreneurship in Dharmadam Panchayat of Kannur district. Through an analysis of their perceptions, motivations, and challenges, the research seeks to offer insights on how educational institutions and policymakers can enhance the entrepreneurial ecosystem for young graduates.

## Entrepreneurship and Student Startup Environment in Kerala

Over the ten years Kerala has seen a big change in the way people start businesses. The government of Kerala has started programs to help people crop up with new thoughts start new companies and use technology to run their businesses. This has helped create a startup environment in the state.

Recently we have seen that the number of startups in Kerala is budding wild with numerous new companies starting up in different fields. The Kerala Startup Mission has also helped startups and created many places where novel trades can start and grow. These programs give people who dearth to start their businesses money, advice and

technical help.

The state has set up Innovation and Entrepreneurship Development Centres at colleges and universities. These centres give students the chance to come up with ideas work with experienced people and crack their notions into real businesses.

The element that these platforms are growing shows that the government is serious about helping people starts their businesses to create jobs and help the economy grow. By encouraging students who have just graduated to start their businesses the government hopes to create new job opportunities help technology move forward and make the region a better place to live.

For all these efforts to work students requisite to be willing to start their own businesses. We requirement to recognize what sorts students' neediness to be entrepreneurs so we can come up with plans to help them. This will help us create an environment, in Kerala that really works.

### Literature Review

Entrepreneurship has been extensively examined in various fields such as economics, management, and sociology. Scores of research has focused on what college students want to achieve as entrepreneurs. Numerous studies display that erudition about entrepreneurship in school really matters when it comes to how students think about starting their business. Entrepreneurship classes teach students about business strategy how to come up with ideas and how to find opportunities. Students who precede these classes are more probable to want to start their business and have more confidence in themselves. Believing in oneself as an entrepreneur is also very important for behaving like an entrepreneur. This means a person is confident that they can do things like find

opportunities get the resources they need and deal with risk.

Research indications that when people believe in themselves they are more prospective to want to start their business. New studies are looking at how psychological and environmental factors affect how students think about entrepreneurship. Things like being able to recognize opportunities having an outlook and being okay with risk are important for behaving like an entrepreneur. Another area of study is looking at how the university environment affects students. Research shows that things like business incubators, mentors and innovation centers at universities really help students who want to twitch their business. Also studies on what happens to students after they graduate show that while a lot of students are interested, in entrepreneurship not many actually start their business right away. Things like not having money not having enough experience and being afraid to fail often stop students from trying to twitch their own business.

While there is increasing literature on student entrepreneurship, there has been little research on the attitudes of students in semi-urban areas of Kerala. The majority of current research emphasizes major urban areas or management organizations. This research thus adds to the existing literature by exploring entrepreneurial mindsets among graduating students in Dharmadam Panchayat.

### Research Gap

Lots of people have looked at what makes university students want to start their businesses. There are still some things we do not know.

First supreme of the time people study students who live in cities or go to famous universities. We do not recognize much about what pupils think who

live in towns or in the country. It is possible that they have chances to start businesses and get help from their universities.

Second people usually ask management or engineering students what they think about starting businesses. We do not know much about what students who study arts or commerce think. These students are just as important, as the others. They are not studied as much.

Third, limited research has explored students' awareness of government entrepreneurship initiatives and how these policies influence their entrepreneurial intentions.

This study attempts to address these gaps by analysing the attitudes of graduating students in Dharmadam Panchayat toward entrepreneurship and examining the role of institutional support and government initiatives.

### Research Objectives

- To analyse the perceptions of graduating students toward entrepreneurship.
- To examine students' level of confidence in entrepreneurial skills.
- To assess students' awareness of government programs supporting entrepreneurship.
- To identify major barriers preventing students from starting businesses.
- To analyse students' future career intentions with regard to entrepreneurship.

### Research Methodology

The study adopts a mixed-method research approach combining quantitative and qualitative analysis. Primary data were collected using a structured questionnaire administered to graduating students residing in Dharmadam Panchayat in Kannur district.

A sample of 50 respondents was selected using a simple random sampling technique. The respondents included undergraduate and postgraduate students from different academic disciplines.

The questionnaire consisted of several sections covering:

- Demographic characteristics
- Perceptions of entrepreneurship
- Entrepreneurial skills and confidence
- Awareness of government initiatives
- Barriers to entrepreneurship
- Career aspirations after graduation

Secondary data were obtained from academic journals, books, policy reports, and official documents related to entrepreneurship development in Kerala.

The collected data were analysed using descriptive statistical techniques such as frequency distributions and percentages. The results were presented in tabular form and interpreted in relation to the study objectives.

### Analysis And Discussion

This study looked at the opinions of fifty Dharmadam Panchayat graduating students regarding entrepreneurship. 92% had no prior commercial experience, 68% had a master's degree, and 60% were women with arts degrees. There were differences in interest levels: 48% were neutral or not interested, 38% were moderately interested, and 14% were very interested. 36% did not plan to start a business, whereas 42% did. The range of confidence was moderate to low. Many were inspired by successful business leaders and believed that entrepreneurship was attainable.

The analysis reveals several significant patterns regarding students' attitudes toward entrepreneurship.

### **Entrepreneurial Perceptions**

A majority of respondents view entrepreneurship as a pathway to financial independence and personal autonomy. Many students believe that entrepreneurship provides opportunities to pursue innovative ideas and contribute to economic development. However, the analysis also shows that students often perceive entrepreneurship as a risky career option. Uncertainty regarding income stability and business sustainability discourages many students from considering entrepreneurship as an immediate career choice.

### **Entrepreneurial Skills and Confidence**

The survey results indicate that students possess moderate levels of confidence in certain entrepreneurial skills. Respondents felt more confident in areas like business planning and financial management. They reported skills in marketing, networking and risk management. This means students need practical training and real-world experience in entrepreneurship.

### **Awareness of Government Initiatives**

Government programs support entrepreneurship in Kerala. Students are not very aware of them. Many respondents found out about entrepreneurship programs on media not from official sources. This

shows that educational institutions and government agencies need to do a job of spreading the word, about entrepreneurship schemes.

### **Barriers to Entrepreneurship**

The study identifies several key barriers that discourage students from pursuing entrepreneurship. The biggest problem students have is that they do not have access to resources. A lot of students think it is hard to get the money they need to start a business especially if they have never done it before. The fear of failing is also an issue. Students worry about what will happen to them socially if their business does not work out. The lack of hands-on experience and guidance is also a problem. Students think that the classes they take do not give them chance to see what it is like to really run a business. They want to learn from people who have been, in their shoes and know what it takes to succeed in business.

### **Career Aspirations**

The survey results indicate that a majority of students plan to pursue higher education after graduation rather than immediately start a business. Only a smaller proportion of respondents expressed a clear intention to become entrepreneurs. This finding is consistent with previous research showing that many students view entrepreneurship as a long-term career option rather than an immediate post-graduation choice.

**Table 1: Reason for Pursuing Entrepreneurship**

Reasons	No. of respondents	Percentage
Desire for independence	25	50%
Financial reward	19	38%
Passion for a particular idea or field	26	52%
Dissatisfaction with traditional employment	4	8%
Family influence	5	10%
Others	3	6%

Source : Primary data, 2024

Table 1 highlights the factors that encourage respondents to pursue entrepreneurship. The most common motivation is their passion for a specific idea or field. This is followed by the desire to gain independence. A total of 19 respondents reported that they chose entrepreneurship for financial

benefits. About 8% indicated that dissatisfaction with conventional jobs pushed them toward entrepreneurial ventures. Small shares of respondents were influenced by their families, while the remaining 6% cited various other reasons for starting their own business.

**Table 2: Level of Agreement with some Statements**

Criteria	Strongly agree	agree	neutral	disagree	Strongly disagree
I believe I have the skill to start my own business	9	22	18	1	0
Entrepreneurship is a viable career option to me	4	22	21	3	0
I feel confident in my ability to succeed as an entrepreneur	5	23	19	2	1
Entrepreneurship is a risky career path	9	17	21	3	0
I am inspired by successful entrepreneurs	11	18	17	4	0
My gender influence my perceptive on entrepreneurship	6	7	26	7	4

Source: Primary data, 2024

Table 2 presents the respondents' level of agreement with various statements related to entrepreneurship. A total of 22 respondents agreed that they possess the skills needed to start their own business, while 9 respondents strongly agreed with this view. Another 18 respondents remained neutral, and only one respondent disagreed. A clear majority either agree or strongly agree that entrepreneurship is a feasible career path, with only a small proportion expressing disagreement. Most respondents also convey confidence in their ability

to succeed as entrepreneurs, showing very limited opposition. Many respondents consider entrepreneurship to be a risky career choice, though an almost equal number expressed neutrality on this point. Furthermore, a large proportion agree or strongly agree that they are inspired by successful entrepreneurs, reflecting a positive motivational influence. Opinions are more mixed regarding whether gender shapes perceptions of entrepreneurship, with a substantial share of respondents choosing the neutral option.

**Table 3: Respondents Perception of Entrepreneurship**

Perceptions	No. of respondents	Percentage
A path to financial independence	28	56%
A way to solve social problems	4	8%
An opportunity to be my own boss	14	28%
A risky and unstable career	2	4%
A highly rewarding career	2	4%
Total	50	100

Source : Primary data, 2024

Table 3 presents the respondents' perceptions of entrepreneurship. The majority about 56% view entrepreneurship as a means to achieve financial independence. The second most common perception, held by approximately 28% of respondents, is that entrepreneurship offers the

opportunity to be one's own boss. Around 8% believe that entrepreneurship serves as a way to address social issues. The remaining respondents are evenly split, with 8% each viewing entrepreneurship either as a risky and unstable career or as a highly rewarding one.

**Table 4: Rating of Knowledge in Entrepreneurial Skills**

Criteria	Excellent	Good	Average	Poor	Very poor
Business planning	6	19	18	6	1
Financial management	5	24	18	2	1
Marketing	3	9	31	5	2
Net working	3	13	28	5	1
Risk management	3	15	24	6	2

Source: Primary data, 2024

Table 4 illustrates the respondents' self-assessed knowledge of various entrepreneurial skills. The majority of respondents view themselves as either average or good at business planning, while only a small number regard themselves as highly proficient. Most also think they are skilled in managing finances, showing a fairly solid grasp in this field. Conversely, marketing knowledge is

typically assessed as mediocre, indicating potential for enhancement. Evaluations of networking abilities predominantly lie within the average to good spectrum, indicating a moderate degree of confidence. Likewise, the majority of respondents view their risk-management skills as average or good, indicating a balanced yet improvable understanding.

**Table 5: College Support Rating for Entrepreneurial Activities**

Rating	No. of respondents	Percentage
Excellent	3	6%
Good	14	28%
Moderate	14	28%
Poor	14	28%
Very poor	5	10%
Total	50	100

Source: Primary data, 2024

Table 5 presents the respondents' rating of the college's support for entrepreneurial activities. The responses are fairly evenly spread across the categories of good, moderate, and poor, each accounting for 28%. Only 6% of respondents

thought the support was excellent, and 10% thought it was very poor. Generally speaking, the distribution displays a range of opinions, with no single category predominating.

**Table 6: Important Resources for Starting a Business**

Category	No. of respondents	Percentage
Access to funding	29	58%
Mentorship	23	46%
Business education	31	62%
Working opportunity	20	40%
Technological resources	25	50%
Market research	14	28%

Source: Primary data, 2024

Table 6 outlines the key resources respondents consider essential for starting a business. Prospective entrepreneurs need to have a solid grasp of business concepts, according to the majority of participants (31), who cited business education as the most crucial resource. For 29 participants, obtaining funding is a significant challenge; highlighting the vital role that funding plays in starting and growing a business. Twenty-three respondents also placed a high value on

mentoring, indicating that the advice of seasoned professionals can have a significant impact on business success. Twenty-five participants concur that technology is important, highlighting the necessity of digital support and modern tools in the current business climate. Market research is still an important factor, even though fewer participants mention it (14). Furthermore, 20 participants thought that job opportunities were crucial to supporting entrepreneurs' development.

**Table 7: Biggest barrier to becoming an Entrepreneur**

Category	No. of respondents	Percentage
Lack of funding	17	34%
Fear to failure	15	30%
Lack of knowledge /skill	13	26%
No mentorship	4	8%
Economic uncertainty	1	2%
Total	50	100

Source: Primary data, 2024

Table 7 identifies the major barriers perceived by respondents in becoming entrepreneurs. The most significant obstacle is the lack of financial resources, reported by 34% of respondents, indicating the essential role of capital in starting and maintaining a business. Fear of failure is the next major barrier (30%), reflecting the psychological challenges and uncertainties

associated with entrepreneurship. Additionally, 26% of respondents believe they lack the necessary knowledge and skills, making this another substantial concern. Only a small proportion view the absence of mentorship as a barrier (8%), and economic uncertainty is considered a hindrance by just 2%, making it the least cited challenge

**Table 8: Source of Learning about Policies or Programs for Entrepreneurship**

Source	No. of respondents	Percentage
College/university	10	26.3%
Online research	6	15.85
Social media	17	44.7%
Govt. website	9	23.7%
News updates	8	21.1%
Friends/peers	7	18.4%
others	5	13.2%

Source: Primary data, 2024

The primary sources that respondents use to learn about government initiatives and policies pertaining to entrepreneurship are listed in Table 8. For 17 people, social media serves as their primary information source. Additionally significant are government websites (9 respondents) and

universities (10 respondents). Seven participants rely on their personal connections, while eight participants obtain their information from news sources. Six respondents finished independent online surveys, and five cited additional sources.

**Table 9: Rating of Understanding of Govt. Policies for Student Entrepreneurship Support**

Rating	No. of respondents	Percentage
Very good	3	6%
Good	12	24%
Average	27	54%
Poor	3	6%
Very poor	5	10%
Total	50	100

Source: Primary data, 2024

Table 9 presents the respondents' self-assessed understanding of government policies related to entrepreneurship. Only a small fraction (6%) reported having a very good understanding, while about 24% considered their understanding to be

good. The majority of respondents (54%) rated their knowledge as average. A limited percentage (6%) stated that their comprehension is inadequate, while 10% noted that their grasp of government policies is extremely lacking.

**Table 10: Types of Govt. Support for Entrepreneurship Awareness**

Types	No. of respondents	Percentage
Funding and grants	27	54%
Incubation centres	10	20%
Mentorship programs	16	32%
Tax incentives	10	20%
Training and workshop	20	40%
Competitions and challenges	6	12%
None	3	6%

Source: Primary data, 2024

The respondents' knowledge of the various forms of government assistance for entrepreneurship is shown in Table 10. Grants and funding are recognised as the most frequently mentioned form of aid, according to 27 participants. Among the 20 respondents, training and workshops come in second, suggesting that people are well-informed about educational initiatives. Ten participants rated

tax incentives and incubation centres as moderately recognised, while sixteen mentioned mentoring programs. Six participants bring up government-sponsored contests and endorsements. Just 3% of those surveyed claimed to be unaware that the government encouraged entrepreneurship.

**Table 11: Effectiveness of Govt. Policies in Promoting Student Entrepreneurship**

Effectiveness	No. of respondents	Percentage
Very effective	5	10%
Effective	26	52%
Neutral	17	34%
Ineffective	1	2%
Very ineffective	1	2%
Total	50	100

Source: Primary data, 2024

The table 11 displays that the effectiveness of government policies in promoting students entrepreneurship. The majority of respondents (52%) find the policies effective, while 10% consider them very effective. A significant portion,

34% remains neutral. Only a small minority views the policies as ineffective (2%) or very ineffective (2%). This indicates that while most respondents see some benefit from the policies, there is still potential enhancing their overall effectiveness.

**Table 12: Adequacy of Govt. Information and Resources on Entrepreneurship Policies for Students**

Category	No. of respondents	Percentage
Strongly agree	3	6%
Agree	15	30%
Neutral	26	52%
Disagree	5	10%
Strongly disagree	1	2%
Total	50	100

Source: Primary data, 2024

The table 12 appears that the respondents view on govt. support and policies for student entrepreneurship. Majority of respondents neutrally agreed that govt. provide sufficient information and resources about the student

entrepreneurship (52%). While significant proportions either agree (30%) or strongly agree (6%). A smaller percentage disagree (10%), and very few strongly disagree (2%).

**Table 13: Career plans of Respondents after Graduation**

Category	No. of respondents	Percentage
Start my own business	16	32%
Continue with further studies	31	62%
Join a family business	0	0%
Other	3	6%
Total	50	100

Source: Primary data, 2024

The table 13 shows that the career plans of respondents after their graduation. Among the respondents career plans after graduation, the majority (62%) intend to continue with further studies, while a significant portion (32%) plan to start their own business. A few respondents (6%) have other career plans, with none indicating a desire to join a family business. Entrepreneurship is seen by a sizable percentage of respondents (56%) as a route to financial independence. However, access to entrepreneurship education is restricted. 76% are not involved in entrepreneurial activities, and 80% have not enrolled in any pertinent courses. There is a disconnect between genuine engagement and interest, as only 24% of people have attempted to start a business.

The majority of respondents think that their organization's planning and financial management skills are either adequate or competent, but they think that networking and marketing knowledge need to be improved. The low score for risk management skills reflects a cautious mindset. The fact that 74% of respondents think entrepreneurship carries high or moderate risk is another noteworthy aspect of risk perception.

36% of respondents believe that gender-specific barriers do not exist, 48% are unsure, and 16% are aware of them, especially monetary constraints and social stigma.

48% of respondents said they got no institutional

support to encourage gender-inclusive business, compared to just 24% who said they did.

52% of respondents think entrepreneurship has a significant role in economic development, and 38% think it is crucial. Nonetheless, replies are evenly divided between favourable, middling, and poor, reflecting a range of experiences with college support for entrepreneurship.

Key facilitators of entrepreneurial success, according to respondents, include work experience, technology, mentorship, business education, and financial availability. Despite its importance, market research was given less attention.

The most critical barrier identified was access to financial resources, suggesting a pressing need for support mechanisms in this area.

74% of people are not aware of the programs that are accessible, indicating a low level of awareness of government initiatives. Social media is the most widely used source of information, followed by official websites and news sources. Ten percent of respondents indicated they knew very little about government efforts, while only twenty-four percent claimed they understood them well. The most well-known forms of government assistance are grants and financing, however some respondents are unaware of any.

52% of respondents think that government measures are beneficial in promoting student entrepreneurship, despite clear room for improvement. Additionally, 52% of respondents are unsure whether this support is sufficient, indicating a lack of exposure to the policy's benefits.

Regarding future ambitions, 32% of respondents want to launch their own company after graduation, while 62% of respondents want to continue their education. Although a sizable percentage is still receptive to entrepreneurial endeavours, these results indicate a strong academic orientation.

Overall, the study emphasizes students' potential for entrepreneurship while also pointing out obstacles like little exposure, a lack of institutional and policy support, and a lack of real-world experience. In order to foster entrepreneurial goals, it suggests strengthening entrepreneurship education, expanding access to funding and mentorship, raising policy knowledge, and establishing a more encouraging academic environment.

### Research Findings

The study reveals several important findings:

- Students generally hold positive attitudes toward entrepreneurship.
- Financial constraints and fear of failure are major barriers.
- Entrepreneurial skills related to marketing and networking require improvement.
- Awareness of government entrepreneurship programs is relatively low.
- Many students prefer higher education before pursuing entrepreneurship.

### Conclusion

The study provides valuable insights into the entrepreneurial attitudes of graduating students in Dharmadam Panchayat. Although students recognize the potential benefits of entrepreneurship, several structural and psychological barriers discourage them from pursuing entrepreneurial careers. Encouraging entrepreneurship in students' needs help from organizations, government bodies and industry players. Universities should include entrepreneurship training in their programs. They should also offer chances for learning experiences. This can be done through workshops, startup contests, incubation hubs and mentoring initiatives. These initiatives help students develop skills and build self-assurance. Government agencies must make students aware of entrepreneurship support programs. They must also make these programs easily accessible. By improving the ecosystem Kerala can use the skills of its educated youth. Kerala can then foster innovation-led growth with the help of entrepreneurship. The states educated youth can become entrepreneurs. Help drive economic growth. This will have an impact, on Kerala's economy.

### Recommendations

- Introduce entrepreneurship education across university curricula.
- Strengthen university incubation centres and innovation labs.
- Improve awareness campaigns regarding government startup schemes.
- Expand access to student-friendly startup financing.
- Promote mentorship programs involving successful entrepreneurs.

## Limitations

The study is limited by its relatively small sample size and geographical focus. Future studies may include larger samples and multiple regions to enhance generalizability.

## Scope For Future Research

Future research may focus on:

- Comparative studies across institutions
- Gender differences in entrepreneurial attitudes
- Long-term tracking of student entrepreneurs
- Evaluation of government startup policies

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