



Analyze the Factors Influencing Entrepreneurship Intention among Prospective Graduates of Commerce and Business Administration

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Abstract

Entrepreneurial education is essential to promote entrepreneurship among the youth and a key drive for economic growth and innovation. Government initiatives such as Startup India and Skill India aim to support a strong entrepreneurial ecosystem and provide a sustainable solution to the growing issue of unemployment. The study emphasizes factors influencing entrepreneurship intention among prospective graduates of Commerce and Business Administration in South Tamil Nadu. The study also compared factors inducing Entrepreneurial Intentions with Demographic Factors. The major findings are males show marginally higher consistency in their attitude towards entrepreneurship compare to female. Prospective graduates of Commerce and Business Administration from family business backgrounds have better intention towards entrepreneurship. One Sample t-test results indicate that the factors inducing Entrepreneurship Intentions among Prospective Graduates of Commerce and Business Administration are not same.

Keywords: entrepreneurship education, entrepreneurial attitudes, motivation and interest, social and cultural influences, entrepreneurial intentions

Introduction

India is witnessing a significant rise in youth-driven entrepreneurship, fueled by proactive government policies, evolving education systems, and a growing societal emphasis on innovation. The Global Entrepreneurship Monitor India Report indicates around 81% of Indian youth believe they possess the necessary skills and knowledge to launch a business, although 56% were identified with anxiety of failure as a major obstacle (GEM, 2021) to start the business.

The Total Early-stage Entrepreneurship (TEA) rate that India got 11.5% with 24th ranking among the 49 economies analyzed (GEM, 2023). This establishes a growing interest in entrepreneurial activities among

the youth and also suggests that there is a need for supportive ecosystems to improve new startups. In India, youth constitutes over 50% of the population under 25 years of age and nearly 65% under 35 (UNDP, 2023), represents a significant prospective for economic innovation and job creation. In response, Atal Innovation Mission (AIM), NITI Aayog, and the United Nations Development Programme (UNDP) launched Youth Co:Lab National Innovation to empower young entrepreneurs. By the end of 2024, Youth Co:Lab has organized six national theme-specific dialogues on youth social innovation and entrepreneurship in India, impacting over 19,000 individuals and aiding in the formation or



enhancement of 2,600 youth-led social innovation and entrepreneurship teams (UNDP, 2024).

Graduate's decision regarding entrepreneurship influenced by several internal and external factors. These factors generally include individual attributes such as risk-taking, self-motivation, self-efficacy, etc., and contextual influences such as access to capital, institutional support, family background, and societal norms (Nabi et al., 2017). For shaping entrepreneurial attitude and intention among the students, entrepreneurial education and experiential learning can be provided to them. Through this, final year students' insight can be identified for improving their strong entrepreneurial intention.

Review of Literature

Branca, E et al., (2025) pointed out the importance of experiential and activity based learning approaches in nurturing entrepreneurial skills. Their study results insist educational institution may frame impactful entrepreneurial education programs for young graduates. Lineiro et al., (2024) analyzed the impact of entrepreneurial attitudes and perceived behavioral controls on entrepreneurial intention. It also explores the relationship between entrepreneurial motivations and the number of projects undertaken by the entrepreneurs. Saoula et al., (2023) scrutinized how entrepreneurial self-motivation, self-efficacy, and family support influence entrepreneurial intention. Their findings highlights the importance of family support and entrepreneurial education to strengthening the theoretical understanding of entrepreneurship intention.

Hussain and Gilani (2018) insist technology adoption among college students significantly enhances their entrepreneurial mindset. They reveal that there is no significant difference in entrepreneurial attitudes across gender and academic progression levels. The study also suggest that entrepreneurship related workshops and seminars may nurture entrepreneurial competencies and professional development among the students.

Athulya (2017) discovered a notable link between gender and students' perceptions of government-sponsored entrepreneurship programs. While most of

the students expressed a willingness to start their own businesses and many reported fear of failure as a significant barrier. Breznik and Law (2016) study focused on four behavioral indicators such as entrepreneurial intention, willingness to learn, attitude toward self-efficacy and entrepreneurial intention. The findings showed a strong relationship between a willingness to learn and innovation, with attitude and self-efficacy emerging as key predictors of innovativeness.

Previous studies on entrepreneurship have primarily focused on factors inducing entrepreneurship such as family expectations, entrepreneurial education, attitude, economic opportunities, and Government Initiative etc. The present study adds some more factors to identify the students' perception towards entrepreneurship intention in South Tamil Nadu

Objectives of the Study

- To explore the relationship between demographic factors with entrepreneurship education and attitude toward entrepreneurship.
- To analyze the relationship between demographic factors with social and cultural influences, interest and motivation, and entrepreneurial intentions.
- To examine factors inducing entrepreneurship among prospective graduates of Commerce and Business Administration.

Research Methodology

The targeted population for this study consisted mainly Final Year Under Graduate commerce and Business Administration students from South Tamil Nadu. A random sampling technique was used to collect the data from 831 final year B.Com and B.B.A students of 22 colleges in South Tamil Nadu. Out of 831, only 368 respondents are willing in Entrepreneurship after the graduation. The questionnaire method was used to collect the information from the respondents. Secondary sources were used to study the existing literature and gain a brief understanding of the conceptual context. Further,



to analyze the collected data, different descriptive statistical tools, such as one sample t-test, standard deviation and mean, are used to compare factors affecting the entrepreneurship with the students' demographic profiles by using SPSS software.

Findings and Result

Influence of Demographic Factors on Key Entrepreneurial Dimensions

The study compares how entrepreneurial education, attitudes towards entrepreneurship, social and cultural influences, interests and motivations, and entrepreneurial intentions vary across demographic factors such as gender, Degree, and business background. The mean and standard deviation are used for comparisons.

Table 1 Compare Entrepreneurship Education and Attitude toward Entrepreneurship with Demographic Factors

Demographic Factors		Frequency	%	Entrepreneurship Education		Attitude Toward Entrepreneurship	
				Mean	Std. Dev.	Mean	Std. Dev.
Gender	Male	260	70.7	11.60	2.25	10.34	2.68
	Female	108	29.3	11.62	2.41	10.21	2.87
Business Background	yes	233	63.3	11.65	2.26	10.43	2.64
	No	135	36.7	11.51	2.37	10.08	2.88
Academic Discipline	B.Com	317	86.1	11.54	2.34	10.31	2.71
	B.B.A	51	13.9	12.03	1.92	10.23	2.89

Source: Computed Data

Table 1 shows that Entrepreneurship Education and Attitude toward Entrepreneurship demonstrate little difference among demographic groups. Male and female students report almost equivalent mean scores for Entrepreneurship Education (M=11.60; SD=2.25 compared to M= 11.62; SD=2.41), while, in terms of the attitude, males (M=10.34; SD=2.68) had a somewhat higher mean than females (M=10.21; SD=2.87). The mean values for students with some prior family exposure to business are slightly higher in both Entrepreneurship Education (M=11.65;

SD=2.26) and Attitude (M=10.43; SD=2.64). Considering academic discipline, the BBA students had a slightly higher mean in Entrepreneurship Education (M=12.03; SD=1.92) than B.Com students (M=11.54; SD=2.34), though attitudes remained similar for BBA (M=10.23; SD=2.89) and B.Com (M=10.31; SD=2.71). The differences are small, which suggests that while demographic factors may can have a small influence on perceptions, it is not highly differentiated across groups in this study.

Table 2 Compare Social and Cultural Influence, Interest and Motivation, and Entrepreneurial Intention with Demographic Factors

Demographic Factors		Frequency	%	Social and Cultural Influence		Interest and Motivation		Entrepreneurial Intention	
				Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Gender	Male	260	70.7	10.38	2.73	10.25	2.70	10.24	2.68
	Female	108	29.3	10.58	2.65	10.07	2.86	10.10	2.87
Business	yes	233	63.3	10.49	2.65	10.37	2.65	10.47	2.59



Background	No	135	36.7	10.34	2.80	9.90	2.88	9.73	2.91
Academic Discipline	B.Com	317	86.1	10.37	2.68	10.20	2.72	10.17	2.69
	B.B.A	51	13.9	10.88	2.86	10.17	2.92	10.37	2.99

Source: Computed Data

Table 2 compare Social and Cultural Influence, Interest and Motivation, and Entrepreneurial Intention with demographic factors. Female students show that they had slightly higher Social and Cultural Influence (M= 10.58; SD=2.65) compared to male students (M = 10.38; SD=2.73). Male students have high Interest and Motivation, (M=10.25; SD=2.70 vs M=10.07; 2.86) and Entrepreneurial Intention (M=10.24; SD=2.68 vs M=10.10; SD=2.87) compare to female students. While students with a business background revealed higher scores in Social and Cultural Influence (M=10.49; SD=2.65 vs M=10.34; SD=2.80), Interest and Motivation (M=10.37;SD = 2.65 vs M=9.90; SD=2.88) and Entrepreneurial Intention (M=10.47; SD=2.59) compare to Non-business background. It concludes that students from business background have high intension to become an entrepreneur compare to B.Com students. BBA Students have moderately high score in Social and Cultural influence (M=10.88; SD=2.86), and Entrepreneurship Intention (M=10.37; SD=2.99). The result indicates a moderate difference among demographic profile and factors influencing entrepreneurship intention.

Factors Inducing Entrepreneurship among Final Year College Students

One-sample t-test was used to ascertain the primary elements that influence entrepreneurial intentions among final year college students. This analysis measures whether the mean value of different variables in entrepreneurship education, social and cultural influences, interest and motivation, and entrepreneurial intention are same or not.

Test of Hypothesis

Ho₁ : Factors Inducing Entrepreneurship among Prospective Graduates of Commerce and Business Administration are same



Table 3 Factors Inducing Entrepreneurship Intension among Prospective Graduates of Commerce and Business Administration

Factors	Variables	Mean	Std. Deviation	Std. Error	t	d.f	P value
Entrepreneurship Education	Attended entrepreneurship workshops or training sessions	4.00	0.978	0.051	19.669	367	<0.000**
	Curriculum focused on entrepreneurship	3.62	0.994	0.052	11.955	367	<0.000**
	Industry training through Internships and Industrial Visit	3.99	0.940	0.049	20.196	367	<0.000**
Attitude Toward Entrepreneurship	Entrepreneurship offers desirable career opportunities	3.38	1.159	0.060	6.342	367	<0.000**
	Confident to manage entrepreneurial risks	3.54	1.079	0.056	9.662	367	<0.000**
	Independence associated with being an entrepreneur	3.38	1.130	0.059	6.458	367	<0.000**
Social and Cultural Influence	Family supports my interest in entrepreneurship	3.41	1.178	0.061	6.727	367	<0.000**
	Friends and peers have a positive influence on my entrepreneurial aspirations	3.47	1.117	0.058	8.076	367	<0.000**
	Cultural norms and societal attitudes in my community encourage entrepreneurship	3.56	1.063	0.055	10.102	367	<0.000**
Interest and Motivation	Interested in pursuing entrepreneurship as a career.	3.33	1.127	0.059	5.691	367	<0.000**
	Financial independence motivates	3.42	1.126	0.059	7.128	367	<0.000**
	Successful entrepreneurs in my region	3.45	1.147	0.060	7.497	367	<0.000**
Entrepreneurial Intention	Plan to start my own business	3.49	1.097	0.057	8.645	367	<0.000**
	Explore business opportunities through Startups	3.36	1.132	0.059	6.076	367	<0.000**
	Starting own business is a feasible goal	3.35	1.131	0.059	5.899	367	<0.000**

Source: Computed Data



The results of the one-sample t-test suggest that all factors inducing final-year college students have a significant effect, with p-values less than 0.001 for each item associated with the category. The mean values of workshops or training sessions ($M=4.00$; $SD=0.978$) and Internships and Industrial Visit ($M=3.99$; $SD=0.940$) show that key variables for evolving students' entrepreneurial mindset. Mean values of core variables like Confident to manage entrepreneurial risks ($M=3.54$; $SD=1.079$) and community encourage entrepreneurship ($M=3.56$; $SD=1.063$) are encouraging entrepreneurship. Like that, some more core variables such as Successful entrepreneurs in my region ($M=3.45$; $SD=1.147$), and Plan to start my own business ($M = 3.49$; $SD = 1.097$) also support the need for internal drive and willingness to start business. Overall it concludes that factors encouraging Entrepreneurship among Prospective Graduates of Commerce and Business Administration are not same.

Interpretation and Discussion

The study evidences that interest and motivation have a significant influence on entrepreneurial intentions. A strong relationship was found among educated individuals and intention to entrepreneurship. It also highlights the importance of incorporating an entrepreneurial curriculum and attitudes towards entrepreneurship for inculcating positive attitude towards entrepreneurship. Social and cultural impacts also played a significant role for entrepreneurship and cultural norms positively influenced motivation and intentions, especially among certain demographic groups such as gender, business back ground and field of study.

Suggestions

- Educational institution may have organize entrepreneurship related training programmes and competition to bring out new business ideas from the students.
- Educational institution may encourage students by providing small business opportunities within or outside the campus.

- Self-motivation programs can have arranged to overcome fear of the students those who have intention to start business

Conclusion

The findings highlight the significant role of entrepreneurial education, interest and motivation, and Social and cultural influence in encouraging entrepreneurship. Demographic variables also indirectly influence the entrepreneurial intentions among the students. Entrepreneurship related courses and trainings programs show an impact on attitudes, which indirectly influence the entrepreneurial intentions. Social and cultural factors shape entrepreneurial intentions both directly and indirectly by developing a supportive environment and encouraging favorable attitudes. However, personal interest and motivation remain the most significant factor of entrepreneurial intention. These results recommend that developing an entrepreneurial environment through education, cultural support, and motivation-driven strategies can effectively promote entrepreneurship among the prospective commerce and management students.

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