

# Impact of Entrepreneurial Development Programs on Youths: A Study on the College Students of Durgapur

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## ABSTRACT

India's population is expanding rapidly, which means fierce competition for jobs. Starting one's own business might be a very fulfilling way to get independent in present socioeconomic environment. If college students receive entrepreneurship training, it might spark their interest in starting their own businesses. It will teach students how to start their own businesses and may be hire others, which will help the nation's job market. Additionally, it will encourage creativity and problem-solving abilities. Above all, these training courses will assist students in comprehending how to move forward with a business idea in the most practical manner and thus promote self-employment with dignity. This study seeks to determine the extent of participation of college students of Durgapur in entrepreneurial development programme, to find out the factors which motivate college students in undergoing entrepreneurship training programmes, and to investigate whether students felt any noticeable changes among themselves after going through such programmes. Besides, this study also endeavors to examine whether demographic characteristics have any bearing on students' intentions to enroll in entrepreneurial development programmes. The research is based on primary data. Purposive sampling was the method used to collect data from the sample for this investigation. The sample consists of 50 college students who successfully completed the entrepreneurship training programme organized by their institution. A factor analysis was performed to determine the factors influencing students' intentions toward entrepreneurship programmes.

## INTRODUCTION

In the present-day context, entrepreneurship stands out as a crucial focal point, potentially serving as a panacea for developing countries grappling with the escalating rates of unemployment. The process of starting, growing, and running a new company or endeavor with the intention of turning a profit is referred to as entrepreneurship. An entrepreneur is a person who undertakes the duty of founding and managing a business, frequently assuming significant financial risks in the hopes of reaping financial gains and success. They are the ones who take the risk of introducing novel goods, services, or procedures to the market, which leads to the development of original solutions to our issues. An entrepreneur needs to approach their business with a fundamental mindset of taking risks. He needs to begin by acknowledging that success is not a given. He needs to possess the art of training if he wants to go past failure and toward achievement. To generate and develop value in a way that sets their company apart from rivals, they also need to have a talent for seeing holes in the market. They also need to take the initiative to make their ideas a reality. They have to have the skill of modifying their plans, offerings, or services to satisfy changing consumer needs. An entrepreneur must also emphasize effective resource management for the viability and growth of a new business, including financial, time, and staff resources. Not everyone is born with these mindsets and expectations for the future. To become great entrepreneurs in the near future, the majority of them need this information to be ingrained in them. In this context, it can be said that many young people will be encouraged to become entrepreneurs if they are given the knowledge and ideas linked to entrepreneurship development throughout their college years. Therefore, in order to encourage entrepreneurial development among colleges and universities, entrepreneurship development programs must be started. This

study aims to determine how student entrepreneurial skill development is impacted by entrepreneurship development programs. The individuals who received entrepreneurial training from their educational institution

provided the information for this article. This study will benefit the concerned people and policy makers in knowing the causes behind students' adoption of these programs and how these types of programs are now considered as necessary by a greater proportion of students in this contemporary era.

## LITERATURE REVIEW

According to Biswas (Biswas et.al, 2021), the business and commerce landscape is made up of both organized and unorganized entities that are spread over markets, nations, and cultures. For the system to work, which is built on dynamic interactions and ongoing exchange of goods and services in the marketplace, organized entities must be established. In order to maintain the value creation process and shape the market in a way that facilitates the flow of both expressed and latent wants, the entrepreneur is essential. Since ancient times, it has been understood that entrepreneurial endeavors require an inquiring attitude and a scientific orientation toward the systems, structures, and procedures in the environment. In this setting, business owners require a thorough grasp of consumer psychology, population purchasing, market networks and marketing capabilities. The paper investigates how specific characteristics of entrepreneurship programs influence students' study engagement and their intentions to pursue entrepreneurial careers. Conducted as a longitudinal study, the research, led by Maike Liu and his associates (Maike Liu and et.al, 2023) explores the dynamic relationship between program features and students' educational and career aspirations in entrepreneurship. By examining this connection over time, the study aims to provide insights into the factors that contribute to heightened student engagement and increased intentions to pursue entrepreneurial paths, shedding light on the effectiveness of entrepreneurship education programs.

Iglesias-Sánchez and his associates (Iglesias-Sánchez et.al, 2015) examine how important factors shape entrepreneurial orientation in a methodical manner. The results show that students have a moderate propensity for entrepreneurship, mostly because of how their opinions about themselves and perceived risks influence their choice to start a business. The study has practical implications for academic institutions that are creating programs meant to promote the formation of businesses. The study's conclusions provide insightful information that may help launch new businesses and reduce the amount of unemployment brought on by financial crises. The authors also explore the influence of entrepreneurship education programs in higher education, offering a basic framework for evaluating and improving components essential to attaining successful outcomes in these initiatives.

The paper explores the influence of entrepreneurship policy on college students' entrepreneurial intentions, examining the intermediary roles played by entrepreneurial practice and entrepreneurial spirit. Authored by Yangjie Huang (Huang et.al, 2021), the research investigates the connections and pathways through which entrepreneurship policy shapes students' willingness to engage in entrepreneurial activities. By focusing on the intermediary roles of both entrepreneurial practice and entrepreneurial spirit, the study aims to provide a nuanced understanding of the mechanisms involved in the relationship between entrepreneurship policy and students' entrepreneurial intentions. This study looks at how successful entrepreneurial teaching initiatives are in Korean graduate programs at universities. The study, which was written by Chung-Gyu Byun, (Byun et.al, 2018) uses a case study methodology to look into the results and effects of entrepreneurship education in the Korean setting. By offering light on these programs' impact on graduate students' development of entrepreneurial attitudes and abilities, the research seeks to shed light on their efficacy.

S. C. B Samuel Anbu Selvan and his co-author (Selvan et.al, 2021) investigates the college students' perceptions of entrepreneurship in Madurai City during the COVID-19 pandemic. The study likely explores how students in this region perceive entrepreneurship amidst the challenges posed by the pandemic. Emphasizing the necessity for youth to harness their skills and technology for employment that fosters social, economic, and environmental development, it notes the higher unemployment rates among literates in urban areas as per the 2011 census. The paper contends that fostering entrepreneurship at the college level or earlier is crucial. Specifically focused on Madurai City, the descriptive analytical paper explores how the pandemic has altered the perception of college students and examines the challenges they encountered in pursuing entrepreneurship during this global crisis.

The paper by Ladislav Beránek, titled "The Attitude of the College Students to Entrepreneurial Skills

Development in the Subject E-commerce," explores how college students perceive and engage with the development of entrepreneurial skills within the context of an E-commerce course. The study likely delves into the attitudes, perspectives, and responses of students toward the integration of entrepreneurial aspects in their educational curriculum.

**Objectives-** The present investigation aims

- 1) to ascertain the degree of involvement college students, have in entrepreneurship development programs.
- 2) to determine what drives college students to participate in entrepreneurial training programs, and
- 3) to look at whether or not these programs cause students to feel differently about themselves.
- 4) what role the policy makers can make in order to make these programs more participative.

**Research Methodology-** The study is conducted in a single college where students of a department were asked to enroll for an entrepreneurship program conducted by the college authority. Among those who have enrolled in the program and successfully completed it, 50 per cent of them are taken as the sample. Purposive sampling, method was used to select the sample for this study. Here questionnaires were circulated by using google forms and data so receives is analyzed. To identify the elements that drive individuals to participate in entrepreneurship development programs, factor analysis is employed. Factor analysis is conducted using Statistical Package for the Social Sciences (SPSS) software, specifically version 20. Focus group interviewed was also conducted to obtain an in-depth analysis of this entire study. Besides, Chi square tests are also conducted to test the hypotheses.

**Data Analysis and Findings-** At first the reliability of the data is tested by using SPSS package. The following value is obtained.

Reliability Statistics	
Cronbach's Alpha	N of Items
.865	11

The Cronbach's value is .865 which suggests that the data is reliable.

To ascertain the level of student participation in the entrepreneurial development program, the enrollment sheet in this respect was obtained from the institution. Out of 144 students, 100 students actively enrolled in the program, indicating a participation rate of 69.44%. However, this rate is deemed unsatisfactory, especially considering that the enrollment primarily comprised students from the Business Administration stream. A higher enrollment was anticipated. It is noteworthy that there was no additional financial burden on the students for participating in the program. During a focus group interaction with students who chose not to enroll, it became evident that there exists a low level of interest and understanding among them regarding the future prospects associated with entrepreneurial development programs. Many still adhere to a mindset inclined towards seeking traditional employment rather than recognizing their potential to create employment opportunities for others.

Subsequently, the focus shifted exclusively to individuals who had successfully completed the entrepreneurial training program. In order to discern the motivating factors that led to their enrollment in the program, a comprehensive factor analysis was conducted.

The factors so obtained are shown in the following table.

Table-1

Variables	Statements	Names
X6	This programme made me skilful at carrying out market research on my own.	
X10	I think participating in entrepreneurship programme can improve my self-employability	

X 11	I would recommend entrepreneurship programmes to others interested in developing their self-employability.	Skill Enhancement
X2	Entrepreneurship training is very fruitful for individuals who aspire to start their own business or ventures	
X8	I am now able to understand the strength and weakness of my business ideas	
X9	I think I am a good decision maker	
X4	I would recommend entrepreneurship programmes to others interested in developing their self-employability.	Fruitfulness
X3	Entrepreneurship training is very fruitful for individuals who aspire to start their own business or ventures	
X5	I think participating in entrepreneurship programme can improve my self-employability	
X1	I have to join the family business and so I wanted to accrue knowledge through these types of programmes	Future prospect
X7	After participating in this programme, I got the knowledge of how to effectively pitch and sell products to customers.	

**Table- 2 KMO and Bartlett's Test**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.694
Bartlett's Test of Sphericity	Approx. Chi-Square	209.209
	Df	55
	Sig.	.000

The Kaiser-Meyer-Olkin Measure of Sampling Adequacy is .694 which suggest that we can conduct factor analysis.

**Table- 3 Rotated Component Matrix<sup>a</sup>**

	Component		
	1	2	3
X6	.793		
X10	.765		
X11	.753		
X2	.687		
X8	.655		
X9	.631		
X4		.894	
X3		.759	
X5		.696	
X1			.891
X7			.769

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 4 iterations.

**Skill Enhancement-** Participating in an entrepreneurship program has significant capacity in enhancing in one's ability to make independent market research, empowering them to conduct thorough analyses on their own. This will ultimately increase self-employability, making one's ability to navigate the complexities of the business landscape. Engaging in entrepreneurship programs is a valuable avenue for improving one's self-employability. The immersive learning experience equips individuals with practical skills and knowledge crucial for venturing into independent business pursuits. The insights gained and skills acquired during such programs can prove to be instrumental in shaping a more entrepreneurial mindset. This programme proves to be exceptionally fruitful for those harbouring aspirations to initiate their own businesses or ventures. The program can also provide one with a nuanced understanding of the strengths and weaknesses inherent in a business idea, enabling him to make informed decisions and navigate challenges effectively. At last, this programme can instil confidence among the participants to move forward with their business ideas. Given this comprehension, the initial factor is identified as skill enhancement.

The factor of skill enhancement has been examined across various categories to ascertain whether any differences exist concerning these factors. The first among them is gender followed by rural-urban background, economic status and business or non-business family background.

**Gender-** The entrepreneurial landscape has witnessed a remarkable surge in the zeal of women aspiring to become entrepreneurs. Women, driven by passion and a desire for autonomy, are increasingly breaking traditional barriers to carve their niche in diverse industries. The pursuit of entrepreneurship allows women to unleash their creativity, innovate, and contribute to economic growth. Overcoming societal expectations, many women are embracing risk-taking and seizing opportunities to lead and build successful ventures. The desire for independence and the recognition of their potential are powerful motivators propelling women towards entrepreneurship, where they can challenge stereotypes and foster positive change. As more women recognize their capacity for leadership and business acumen, the entrepreneurial sphere becomes a dynamic space for empowerment, diversity, and the realization of untapped potential. The zeal of women in entrepreneurship is a driving force reshaping the business landscape, emphasizing the invaluable contributions and perspectives they bring to the table.

Table- 4:- Gender and Skill Enhancement

Gender	Low Score(8-18)	High Score (19-29)	Total
Male	1	20	21
Female	2	27	29
<b>Total</b>	<b>3</b>	<b>47</b>	<b>50</b>

$X_1H_1$ =There is a difference between male and female related to this factor

$X_1H_0$ = There is no difference between male and female related to this factor.

The Chi-square test was performed at a 5% level of significance, yielding a Chi value of 0.98 and a corresponding p-value of 0.075, which exceeds the 0.05 threshold. Consequently, the null hypothesis cannot be rejected. In conclusion, it is evident that both male and female students share the belief that entrepreneurship leads to skill enhancement.

In light of these statistical findings, the harmonious convergence of opinions among male and female students underscores a shared conviction in the positive correlation between entrepreneurship and skill enhancement. This consensus not only reinforces the robustness of the research but also highlights the universality of the belief



in the transformative power of entrepreneurial pursuits. As we reflect on these results, it becomes apparent that fostering an entrepreneurial mindset is a collective aspiration, transcending gender boundaries and affirming the potential for skill development as a unifying force in the pursuit of entrepreneurial endeavours. This study encourages a broader recognition of the inclusive nature of entrepreneurial beliefs, emphasizing the importance of cultivating skills that are universally valued and sought after in the entrepreneurial journey.

**Economic background-** At the five percent significance threshold, the Chi square test is performed in order to find out whether there is any difference in perception based on family background like those coming from business families and those coming from non-business families.

$X_2H_1$ =There is a difference in opinion among students based on economic background

$X_2H_0$ = There is no difference in opinion among students based on economic background

Table- 5- Economic background and Skill Enhancement

Score	Monthly Income			
	Up to 25000	25000-50000	Above 50000	Total
Low Score (8-18)	1	1	1	3
High Score (19-29)	11	20	16	47
<b>Total</b>	<b>12</b>	<b>21</b>	<b>17</b>	<b>50</b>

The p value obtained is 0.917, which is greater than 0.05, and the Chi value thus obtained is 0.173. This suggests that it is not possible to reject the null hypothesis. Thus, it may be inferred that students of all economic backgrounds think that entrepreneurship promotes skill development. In other words, we can say that the statistical analysis shows that across diverse economic backgrounds, a resounding consensus emerges among students affirming that entrepreneurship programs are instrumental in skill enhancement. Regardless of financial circumstances, students widely recognize the transformative impact of entrepreneurial education on honing valuable skills. This collective belief underscores the universality of the perception that entrepreneurship is a catalyst for personal and professional development. The shared conviction among students from varied economic strata suggests that the potential for skill enhancement through entrepreneurship education transcends financial disparities. This inclusivity not only highlights the broad appeal of entrepreneurial principles but also emphasizes the equalizing power of education in fostering skills that are universally valued. As students from different economic backgrounds unite in their endorsement of entrepreneurship programs, it reinforces the notion that access to entrepreneurial education can be a democratizing force, providing opportunities for skill development to individuals across the socioeconomic spectrum.

Table- 6- Rural/Urban Background and Skill Enhancement

Rural/Urban Background	Scores		Total
	Low (8-18)	High (19-29)	
Rural	2	10	12
Urban	1	37	38
<b>Total</b>	<b>3</b>	<b>47</b>	<b>50</b>

$X_3H_1$ =There is a difference in opinion among students based on background

$X_3H_0$ = There is no difference in opinion among students based on rural/urban background

With a Chi-square value of 3.185 and one degree of freedom, the tabulated p-value of 0.07 exceeds the standard significance level of 0.05. Consequently, the evidence suggests that there is insufficient support to reject the null

hypothesis. According to the statement, students from both urban and rural backgrounds are aware of how much entrepreneurial programs have helped them develop their talents. Students believe that taking part in entrepreneurship programs greatly enhances and advances their skill sets, regardless of whether they live in an urban or rural setting. This acknowledgement highlights how valuable and successful entrepreneurship education is everywhere in the world for developing skills, irrespective of the students' socioeconomic or geographic circumstances.

Table- 7- Family's orientation and Skill Enhancement

Family Background	Scores		Total
	Low (8-18)	High (19-29)	
Non-business-oriented family	1	21	22
Business-oriented family	2	26	28
<b>Total</b>	<b>3</b>	<b>47</b>	<b>50</b>

$X_{4H_1}$ =There is a difference in opinion among students based on family background

$X_{4H_0}$ = There is no difference in opinion among students based on family background

The Chi-square value calculated is 0.47 with one degree of freedom, and the tabulated p-value is 0.70, exceeding the significance level of 0.05. Consequently, the results indicate that there is insufficient evidence to reject the null hypothesis.

**Fruitfulness-** Engaging in entrepreneurship training offers students the prospect of acquiring practical skills, fostering innovative thinking, and gaining valuable insights into business operations. It enhances their ability to identify opportunities, manage risks, and cultivate an entrepreneurial mindset, contributing to their overall preparedness for real-world business challenges. Additionally, entrepreneurship training can empower students to transform creative ideas into viable ventures, fostering a sense of self-efficacy and adaptability crucial for success in diverse professional landscapes. This factor is analysed on the following demographic factors.

Table- 8:- Gender and Fruitfulness

Gender	Scores		Total
	Low (4-9)	High (10-15)	
Male	1	20	21
Female	2	27	29
<b>Total</b>	<b>3</b>	<b>47</b>	<b>50</b>

$X_{5H_1}$ =There is a difference between male and female related to this factor

$X_{5H_0}$ = There is no difference between male and female related to this factor

The statement implies a lack of statistically significant gender-based differences in the perception of the fruitful outcomes of entrepreneurship for self-development among students. With a p-value of 0.98, surpassing the customary significance level of 0.05, and a Chi value of 0.74, there is no compelling evidence to reject the null hypothesis. This indicates that, based on the examined data, both male and female students share a similar belief in the substantial benefits of entrepreneurship for their self-development. The findings underscore a consensus across gender groups, suggesting that the positive impact of entrepreneurship on personal growth is perceived equally among male and female students. This uniform perspective reinforces the idea that the self-development aspects of entrepreneurship are not significantly influenced by gender.

Table- 9:- Rural/Urban Background and Fruitfulness

Rurai/Urban Background	Scores		Total
	Low (4-9)	High (10-15)	
Rural	2	10	12
Urban	1	37	38
<b>Total</b>	<b>3</b>	<b>47</b>	<b>50</b>

$X_{6H_1}$ =There is a difference between rural and urban students related to this factor

$X_{6H_0}$ = There is no difference between rural and urban students related to this factor

The statement suggests that there is no statistically significant difference in the perspectives of students from rural and urban backgrounds regarding the potential of entrepreneurship programs to enhance their provisions for self-development. With a p-value of 0.07, surpassing the standard significance level of 0.05, and a Chi value of 3.19, there is insufficient evidence to reject the null hypothesis. This implies that, according to the analysed data, students from both rural and urban settings share a similar belief in the capacity of entrepreneurship programs to contribute to their self-development. The findings highlight a consensus across different geographical backgrounds, indicating that the perceived benefits of entrepreneurship education for personal growth are equally embraced by students from rural and urban environments.

Table- 10:- Economic background and Fruitfulness

Score	Monthly Income			
	Up to 25000	25000-50000	Above 50000	Total
Low (4-9)	1	1	1	<b>3</b>
High (10-15)	11	20	16	<b>47</b>
<b>Total</b>	<b>12</b>	<b>21</b>	<b>17</b>	<b>50</b>

$X_{7H_1}$ =There is a difference between students based on family's income

$X_{7H_0}$ = There is no difference between students based on family's income

Given a Chi-square value of 0.173 and one degree of freedom, the tabulated p-value of 0.92 surpasses the conventional significance level of 0.05. This outcome indicates that there is inadequate evidence to reject the null hypothesis. There is no relation among these two variables.

Table- 11:- Family's Orientation and Fruitfulness

Family Background	Scores		Total
	Low (4-9)	High (10-15)	
Non-business-oriented family	2	10	12
Business-oriented family	1	37	38
<b>Total</b>	<b>3</b>	<b>47</b>	<b>50</b>

$X_{8H_1}$ =There is a difference between students coming from business and non-business family backgrounds

$X_{8H_0}$ = There is no difference between students coming from business and non-business family backgrounds



The statement suggests that there is no statistically significant difference in the perspectives of students from rural and urban backgrounds regarding the potential of entrepreneurship programs to enhance their provisions for self-development. With a p-value of 0.70, surpassing the standard significance level of 0.05, and a Chi value of 0.147, there is insufficient evidence to reject the null hypothesis. This implies that, according to the analysed data, students from both rural and urban settings share a similar belief in the capacity of entrepreneurship programs to contribute to their self-development. The findings highlight a consensus across different geographical backgrounds, indicating that the perceived benefits of entrepreneurship education for personal growth are equally embraced by students from rural and urban environments.

**Future prospect-** Students who enrol in entrepreneurship courses gain the fundamental skills and information required to successfully negotiate the ever-changing business environment. Their ability to start profitable businesses is increased, and they are also better positioned to make a significant contribution to the changing global economy. Beyond the immediate learning of skills, entrepreneurship training cultivates an innovative, adaptive, and resilient mindset—qualities that are essential for overcoming obstacles in the future. The potential benefits of this kind of training go much beyond personal achievement; they also foster an innovative culture and economic expansion within the larger professional community. This point is further discussed on the following profiles.

A comparative analysis has been conducted to assess the inclination towards participating in entrepreneurship training programs between students from business-oriented families and those from non-business-oriented backgrounds. The study aims to identify which group perceives greater prospects in such training initiatives, shedding light on the varied perspectives and motivations that students from different family backgrounds bring to entrepreneurship education. Chi square analysis is executed to trace the situation.

Table- 12:- Family's Orientation and Future Prospect

Family Background	Scores		Total
	Low (2-5)	High (10-15)	
Non-business-oriented family	8	14	22
Business-oriented family	3	25	28
<b>Total</b>	<b>11</b>	<b>39</b>	<b>50</b>

$X_9H_1$  = There is a difference in opinion among students coming from business and non-business-oriented families.

$X_9H_0$  = There is no difference in opinion among students based on economic background coming from business and non-business-oriented families.

In light of the p-value being 0.03, much below the 0.05 significance level, and the associated Chi value of 4.723, the findings support the non- acceptance of the null hypothesis. Students from business-oriented families often perceive greater prospects in participating in entrepreneurship training programs. Growing up in an environment where business acumen is valued and cultivated, these students may already possess a foundational understanding of entrepreneurial principles. Engaging in specialized training programs provides them with a structured platform to enhance their skills, broaden their perspectives, and potentially contribute to the family business or pursue their entrepreneurial ventures with a more informed approach. The familiarity with business dynamics from their upbringing positions them to derive unique insights and practical applications from such training, making them particularly inclined to explore and benefit from entrepreneurship education.

Table- 13:- Gender and Future Prospect

Gender	Scores		Total
	Low Scores (2-5)	High Scores (10-15)	
Male	6	15	21

Female	5	24	29
<b>Total</b>	<b>11</b>	<b>39</b>	<b>50</b>

$X_{10}H_1$ =There is a difference between male and female related to this factor

$X_{10}H_0$ = There is no difference between male and female related to this factor

The obtained p-value of 0.754, alongside a Chi value of 0.098, indicates that the observed data is not statistically significant at the 0.05 level, leading to the conclusion that the null hypothesis cannot be rejected. The data analysis indicates a lack of discernible differences in opinions concerning future prospects among individuals who have participated in entrepreneurship programs. This finding implies that, based on the collected data, participants share similar perspectives on the potential outcomes and benefits associated with engaging in entrepreneurship initiatives. The absence of a significant divergence in opinions suggests a degree of consensus among the participants, highlighting a commonality in their views regarding the promising future prospects that entrepreneurship programs may offer. This result underscores a level of uniformity in the perceived value and potential success stemming from involvement in entrepreneurship activities among the surveyed individuals.

Table- 14:- Economic background and Future Prospect

Score	Monthly Income			
	Up to 25000	25000-50000	Above 50000	Total
Low Scores (2-5)	5	2	4	<b>11</b>
High Scores (19-29)	7	19	13	<b>39</b>
<b>Total</b>	<b>12</b>	<b>21</b>	<b>17</b>	<b>50</b>

$X_{11}H_1$ =There is a difference between male and female related to this factor

$X_{11}H_0$ = There is no difference between male and female related to this factor

The data analysis reveals a noteworthy observation: there is no discernible disparity in opinions regarding future prospects among students participating in entrepreneurship programs, even when considering diverse socio-economic groups. This finding suggests that, irrespective of varying socio-economic backgrounds, participants hold comparable views on the potential outcomes and benefits associated with their involvement in entrepreneurship initiatives. The absence of a significant divergence underscores a commonality in the perceived value and anticipated success of entrepreneurship programs across different socio-economic strata. This result emphasizes the potential universality of positive perceptions regarding the future prospects of participating in entrepreneurship, irrespective of the economic context from which students originate.

Table- 15:- Rural/Urban Background and Future Prospect

Rural/Urban Background	Scores		Total
	Low (2-5)	High (6-10)	
Rural	2	10	12
Urban	9	29	38
<b>Total</b>	<b>11</b>	<b>39</b>	<b>50</b>

$X_{12}H_1$ =There is a difference between male and female related to this factor

$X_{12}H_0$ = There is no difference between male and female related to this factor

The data analysis indicates a striking similarity in opinions concerning future prospects among both rural and urban students who have participated in entrepreneurship programs. This implies that, regardless of the geographical background, participants from both rural and urban settings share comparable perspectives on the potential outcomes and advantages associated with engaging in entrepreneurship initiatives. The absence of a significant divergence in opinions underscores a consensus in the perceived value and anticipated success stemming from involvement in entrepreneurship activities, bridging the gap between students from different living environments. This result emphasizes the potential universality of positive perceptions regarding the future prospects of participating in entrepreneurship programs, transcending the rural-urban divide among the surveyed students.

## CONCLUSION

In acknowledgment of the challenging job market in the country, students harbor a dual ambition: seeking employment opportunities while nurturing aspirations for small business ownership. Their belief in the scarcity of jobs prompts them to explore entrepreneurial avenues. So, students from diverse demographic backgrounds are increasingly enthusiastic about participating in entrepreneurial development initiatives. Participation in entrepreneurship programs has proven transformative, as students express a newfound wealth of knowledge and skills essential for initiating and managing their own businesses. Interactions with banks have further enriched their understanding of diverse schemes offered by financial institutions and Micro, Small, and Medium Enterprises (MSMEs). Students perceive these programs as catalysts for broadening their horizons, instilling in them a fresh perspective on future prospects. Beyond mere skill acquisition, the entrepreneurship programs have become a source of inspiration, empowering students to view their futures through the lens of entrepreneurial possibilities, blending ambition for employment with the resilience required for small business ventures in the challenging economic landscape.

Following their completion of entrepreneurship programs, numerous students reported a notable enhancement in their self-confidence. This newfound confidence translated into a greater sense of preparedness for navigating real-world challenges and embarking on their entrepreneurial journeys. Students highlighted the positive impact of entrepreneurship programs in fostering creative thinking and inspiring innovative solutions to intricate problems. They particularly valued the emphasis on thinking "outside the box," appreciating how the programs encouraged them to approach challenges with a fresh and inventive perspective. Overall, the feedback suggests that entrepreneurship education not only equips students with practical skills but also plays a crucial role in building their confidence and cultivating a mindset conducive to entrepreneurial success.

Encouraging students to envision successful entrepreneurial careers requires a surge in initiatives within educational institutions. While these institutions have the potential to play a pioneering role in promoting entrepreneurship, a notable lack of comprehensive efforts persists. Despite the presence of entrepreneurship development programs in several private institutions, there remains a substantial gap in their impact. Government institutions, in particular, lag significantly in this regard. Urgent measures are necessary, compelling the government to mandate entrepreneurship programs in its institutions, ensuring students gain a comprehensive understanding of the entrepreneurial landscape. A crucial aspect involves raising awareness among students about the availability of various schemes, enabling them to leverage these opportunities and kickstart their entrepreneurial ventures. In essence, a collective and concerted effort is needed from both private and government institutions to empower students with the knowledge and resources essential for a successful journey into entrepreneurship.

**Limitations of the study-** The extremely small sample size of this study is one of its most obvious shortcomings, which could affect how broadly the results can be applied. The study's external validity may be hampered by the sample size's inability to fairly represent the general population. Insufficient sample sizes may result in more variability and may not fairly represent the diversity of the intended audience, making it difficult to make firm conclusions that apply to more people than the particular study participants.

**Future scope of the study-** Further investigations utilizing more extensive and varied cohorts might be imperative to augment the resilience and relevance of the research findings. If this research is conducted thoroughly, it could assist the government in launching programs connected to entrepreneurship and other related

areas while taking the goals and intentions of young people into consideration.

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