

## **Impact of Training programme on the entrepreneurial intention of College and University students**

Dr. Arjun Gope  
Associate Professor  
Department of Commerce  
Ramthakur College, Tripura

### **Abstract**

Entrepreneurship plays a vital role in innovation, job creation and economic development. In India, the government has implemented various initiatives to support young people, particularly students, in launching new businesses. This study investigates the role of entrepreneurship training, workshop etc. in shaping youth perceptions of entrepreneurship. By examining the responses of individuals with and without such entrepreneurship programme, the study assesses their views on several aspects of entrepreneurship. The findings suggest that business/entrepreneurship training organized for the college and university level students does not significantly alter youth perceptions on these entrepreneurial factors.

**Key words:** entrepreneurship, youth, economy, awareness, college and university students

### **Introduction**

Entrepreneurship has long been recognized as a key driver of economic development and innovation. With growing concerns about unemployment and economic instability, there is an increasing emphasis on equipping youth with entrepreneurial skills and mindsets to foster self-employment and business creation. Numerous educational institutions, governments, and private organizations have developed training or workshop or seminar programs aimed at promoting entrepreneurship among young people. These programs typically focus on providing knowledge and skill about business environment, business operations, financial management, innovation, business opportunities etc.

However, the effectiveness of these programs in altering youth perceptions of entrepreneurship remains an area of ongoing debate. While some studies suggest that entrepreneurship training programs can enhance entrepreneurial intentions and attitudes, others find no significant impact. This research seeks to explore whether business/entrepreneurship training or workshop programs influences the way youth perceive key aspects of entrepreneurship, such as the role of job opportunities, wealth creation, time utilization, need for achievement, and capital access.

### **Literature Review**

According to Sitaridis & Kitsios (2019) found that one of the key factors in helping students grasp the concept of entrepreneurship, develop an entrepreneurial mind-set, enhance perceived behavioral control, and embrace entrepreneurship as a viable career choice is the entrepreneurship education offered in colleges. Lame & Wan (2013) find that students generally have limited awareness regarding the potential of entrepreneurship as an attractive career path. Hossain et al. (2023) emphasized the importance of aligning enterprise training with coordination between policy institutions, highlighting that core business training is essential for achieving sustained socioeconomic development in both educational institutions and beyond. Awad & Salameh (2023) suggested that both educational institutions and the government must place greater focus on fostering an entrepreneurial culture, promoting scientific research, and addressing the evolving needs of the labour market. Furthermore, Abidi et al. (2022) pointed out that graduates from well-established, internationally recognized institutions are more likely to engage in entrepreneurial activities. In line with these findings, Aga (2023) discovered that entrepreneurship education has a significant and positive impact on students' entrepreneurial intentions.

According to Galloway et al. (2005), entrepreneurship education can lead to increased entrepreneurial intentions, better risk-taking behavior, and a greater sense of personal efficacy. However, other studies, such as those by Wilson et al. (2007), argue that entrepreneurship training alone may not be sufficient to change deeply held perceptions or to create lasting entrepreneurial intentions. Lack of employment opportunities is often cited as a driving factor behind the decision to start a business (Szerb et al., 2014). Additionally, perceptions of entrepreneurship as a route to financial security have been shown to vary based on socioeconomic factors, including access to capital and education (Parker, 2009).

Despite these insights, there is limited research specifically focusing on how business/entrepreneurship training or workshop programme influences youth perceptions of these factors. This study aims to fill this gap by analyzing how training workshop programme on business and entrepreneurship affects youth attitudes toward key aspects of entrepreneurship.

### **Research Objectives**

The objective of the study is to assess the influence of entrepreneurship training or workshop on college and university students' perceptions towards the key entrepreneurial factors such as job opportunities, financial security, time and energy utilization, need for achievement and perception of capital to starting a new venture.

### **Research Methodology**

To examine the relationship between business/entrepreneurship training and youth perceptions, a sample of 500 youth participants was surveyed from two north-eastern states- Assam and Tripura. The sample was divided into two groups: those who had received training or workshops in business/entrepreneurship and those who had not. The Kruskal-Wallis test has been conducted to analyze the data and assess whether there are statistically significant differences between the two groups' responses.

### **Data analysis & findings**

The analysis presented in the Exhibit-I show the perceptions of youth towards various aspects of business/entrepreneurship. It includes responses to five specific statements, categorized by their perceptions: Strongly Disagree (SD), Disagree (D), Neither Agree nor Disagree (N), Agree (A), and Strongly Agree (SA). The percentages and number of responses for each category are provided for all five statements.

More than 70% of respondents feel that lack of job opportunities influences youth to think about entrepreneurship. This suggests that job scarcity is perceived as a driving force for considering business opportunities. Only a 10% of the respondents disagree with this statement. In the case of second statement about wealth and financial security through entrepreneurship is supported by 69%, a substantial portion, 12%, disagrees, indicating that

the majority believes in the potential of business ventures for financial security. A significant portion (61%) of the respondents views business activity as an effective way to utilize time and energy. This reflects a positive perception of entrepreneurship as a productive activity. On the other, 8% strongly disagree, indicating that some youth may not be convinced that business activities is one of the best use of time and energy.

**Exhibit-1: Perception of youth towards selected aspects of business/entrepreneurship**

Views of the respondents	Lack of job opportunity influences the youth/students to think about the business opportunities/ entrepreneurship		Desire to earn wealth and to ensure financial security business/entrepreneurial activities highly recommended		Business activity is one of the most effective ways to utilize and explore one's time and energy in life		Need for achievement is usually high in entrepreneurs/ business man compared to the general population.		The collection of capital is not typically a barrier to starting a new venture.	
	N	%	N	%	N	%	N	%	N	%
SD	23	4.6	7	1.4	39	7.8	26	5.2	62	12.4
D	28	5.6	54	10.8	41	8.2	39	7.8	69	13.8
N	95	19.0	144	28.8	113	22.6	131	26.2	153	30.6
A	229	45.8	200	40.0	179	35.8	217	43.4	167	33.4
SA	125	25.0	95	19.0	128	25.6	87	17.4	49	9.8
	500	100.0	500	100.0	500	100.0	500	100.0	500	100.0

SD= Strongly Disagree; D= Disagree; N= Neither agree nor disagree; A= Agree; Strongly Agree

**Source:** Author's compilation, using SPSS, from Primary Data (2024)

In the next case, 61% respondents believe that entrepreneurs have a higher need for achievement than the general population, suggesting recognition of a distinct entrepreneurial mindset. However, 13 % disagree, reflecting that some youth may not see this as a defining characteristic of entrepreneurs. The last statement has a more mixed set of responses where as 43% favors the statement, but a large portion (31%) remains neutral and 26 against the notion that capital is not a barrier. Suggesting that many respondents still perceive financing as a significant hurdle to starting a business.

This data reveals that while entrepreneurship is viewed positively by many youths, there are still challenges and uncertainties, particularly regarding the financial aspects and barriers to starting new ventures.

**Exhibit-2: Mean Rank of the respondents**

Questionnaire	Training/ workshop on Business/ Entrepreneurship	N	Mean Rank
<b>Lack of job opportunity</b> influences the youth/students to think about the business opportunities/ entrepreneurship	Having Training on Business/ Entrepreneurship	121	269.02
	Does not have any Training on Business/ Entrepreneurship	379	244.59
<b>Desire to earn wealth and to ensure financial security</b> business/ entrepreneurial activities highly recommended	Having Training on Business/ Entrepreneurship	121	257.40
	Does not have any Training on Business/ Entrepreneurship	379	248.30
<b>Business activity is the most effective way</b> to utilize and explore one's time and energy in life	Having Training on Business/ Entrepreneurship	121	256.62
	Does not have any Training on Business/ Entrepreneurship	379	248.55
<b>Need for achievement</b> is usually high in entrepreneurs/ business man compared to the general population.	Having Training on Business/ Entrepreneurship	121	252.83
	Does not have any Training on Business/ Entrepreneurship	379	249.76
The <b>collection of capital</b> is not typically a barrier to starting a new venture.	Having Training on Business/ Entrepreneurship	121	258.72
	Does not have any Training on Business/ Entrepreneurship	379	247.88

**Source:** Author's compilation, using SPSS, from Primary Data (2024)

The data presented in Exhibit-2 shows the mean ranks of responses to various questions related to business/entrepreneurial activities, categorized by whether the respondent has received training or participated on short period workshop in business/entrepreneurship or not. The data involves two groups: those who have received training or or participated on short period workshop on business/entrepreneurship (121 respondents) and those who have not (379 respondents).

For all five questions considered in the analysis, the group that has received training or participated in the workshop on business/entrepreneurship consistently reports higher mean ranks. This suggests that training may increase awareness, confidence, and motivation when

it comes to entrepreneurship. Training in business/entrepreneurship seems to positively influence perceptions and attitudes toward various aspects of entrepreneurship, including the recognition of opportunities, the desire for financial security, the utility of business activities, and the need for achievement. This group also perceives fewer barriers related to capital in starting new ventures. Therefore, business/entrepreneurship training appears to have a significant positive impact on shaping individuals' entrepreneurial mindsets.

The analysis suggests that those with training or participated in the workshop on business/entrepreneurship may be more aware or better equipped to recognize business opportunities due to job scarcity.

**Exhibit-3: Test Statistics of Kruskal Wallis Test**

<b>Grouping Variable: Training/ Course work on Business/ Entrepreneurship</b>	<b>Lack of job opportunity</b>	<b>Desire to earn wealth</b>	<b>Business activity is the most effective way</b>	<b>Need for achievement</b>	<b>Collection of capital</b>
Chi-Square	2.977	.403	.309	.046	.556
Z	1	1	1	1	1
Asymp. Sig. (2-tailed)	.084	.525	.578	.829	.456

**Source:** Author's compilation, using SPSS, from Primary Data (2024)

The data in Exhibit-3 presents the results of a Kruskal-Wallis Test, which is used to determine if there are statistically significant differences between two or more groups based on a ranking system. The test is applied to check for differences in responses between two groups: those with training or having participation on business/entrepreneurship and those without any kind training or workshop knowledge. For all five statements, the p-values are greater than 0.05, indicating that there are no statistically significant differences between individuals who have received business/entrepreneurship training and those who have not, with respect to their views on job opportunities, wealth creation, business activity, achievement in entrepreneurs, and capital barriers. As per Kruskal-Wallis test results, training/coursework on business/entrepreneurship does not seem to significantly influence youth's views on entrepreneurship-related topics in the sample studied.

## **Conclusion**

This study highlights the widespread belief that the training or workshop programs enhance entrepreneurial attitudes and perceptions. However, the findings show no statistically significant differences between individuals with and without training or workshop programme on the factors studied on shaping youth perceptions of key entrepreneurial factors such as job opportunities, wealth creation, time utilization, need for achievement, and capital barriers. These findings suggest that policymakers and educators may need to consider a more holistic approach in the line of providing training or workshop that includes experiential learning, mentorship, and support networks to truly foster entrepreneurial thinking and intentions among youth.

## **Funding**

The work has been supported by a financial grant, F.N0. 02/ 7/2022-23/ICSSR/RP/MN/GEN; dated 04-05-2023, from the Indian Council of Social Science Research (ICSSR). The author gratefully acknowledges ICSSR for financial support during the research work.

## **References**

1. Abidi, M. A., et al. (2022). The role of prestigious educational institutions in fostering entrepreneurial activity. *Journal of Entrepreneurship Studies*, 14(2), 112-125.
2. Aga, M. (2023). Entrepreneurship education and its influence on entrepreneurial inclinations. *Entrepreneurship Education Journal*, 18(1), 50-65.
3. Awad, A., & Salaimah, I. (2023). Institutional and governmental support for entrepreneurial education: A critical review. *Education and Economy Review*, 29(3), 23-40.
4. Hossain, M., et al. (2023). The importance of coordination in entrepreneurship training for socioeconomic development. *International Journal of Educational Development*, 42(5), 155-170.
5. Galloway, L., Anderson, M., & Brown, W. (2005). Entrepreneurship Education: A Review of the Literature. *International Journal of Entrepreneurial Behaviour & Research*, 11(1), 43-57
6. Lame, J., & Wan, H. (2013). Student awareness of entrepreneurship as a career option. *Journal of Higher Education Research*, 22(4), 76-88.

7. Parker, S. C. (2009). *The Economics of Entrepreneurship*. Cambridge University Press
8. Sitaridis, K., & Kitsios, F. (2019). Entrepreneurship education: Cultivating entrepreneurial attitudes among students. *International Journal of Innovation and Learning*, 16(2), 1-18.
9. Szerb, L., Komlósi, É., & Szirmai, V. (2014). The role of entrepreneurship education in fostering youth entrepreneurial intentions. *International Journal of Entrepreneurship Education*, 12(3), 45-57
10. Wilson, F., Kickul, J., & Marlino, D. (2007). Impacts of business education on entrepreneurial self-efficacy. *International Journal of Entrepreneurship and Innovation*, 8(1), 37-46.