

A Study on Entrepreneurial Mindset, Entrepreneurial Education, Entrepreneurial Support, and Entrepreneurial Intent Among Students

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ABSTRACT

Entrepreneurship plays a pivotal role in economic development, innovation, and job creation. The objective of this study is to analyze entrepreneurial intentions among students and to examine the impact of entrepreneurial support, entrepreneurship education, and an entrepreneurial mindset on these intentions. This study is descriptive in nature and is based on primary data collected through a structured questionnaire designed using Google Forms. A total of 151 participants from diverse educational backgrounds took part in this study, utilizing a 'convenience sampling' methodology.

The collected data was analyzed using MS Excel and Google Form Analyzer, employing techniques such as percentage analysis, pie charts, tables, and correlation analysis. The findings of the study revealed that a significant number of students are interested in entrepreneurship and have considered starting their own businesses in the future. The study also identified a positive correlation between an entrepreneurial mindset and entrepreneurial intentions. Furthermore, it was observed that entrepreneurial support and entrepreneurship education exert a significant influence on students' entrepreneurial intentions.

The study concludes that entrepreneurship education, institutional support, and a positive entrepreneurial mindset contribute significantly to fostering entrepreneurial intentions among students. This research underscores the importance of promoting entrepreneurship-related activities, awareness programs, and experiential learning opportunities within educational institutions to encourage students to pursue entrepreneurship-based careers.

Keywords: Entrepreneurship, Entrepreneurial Intentions, Entrepreneurial Mindset, Entrepreneurship Education

INTRODUCTION

Entrepreneurship has become an important part of economic growth, innovation, and employment generation in recent years. Today, many students are showing interest in entrepreneurship and self-employment instead of depending only on traditional job opportunities. The growth of startups, business innovation, and government support programs has encouraged young individuals to think creatively and consider entrepreneurship as a career option. Educational institutions are also promoting entrepreneurship through courses, workshops, seminars, and startup-related activities to develop entrepreneurial skills and awareness among students.

Entrepreneurial intent refers to an individual's willingness and interest to start a business or become an entrepreneur in the future. It represents a person's motivation and readiness toward entrepreneurial activities. Entrepreneurial intent among students is influenced by several factors such as entrepreneurial mindset, entrepreneurial education, and entrepreneurial support. These factors play an important role in shaping students' attitudes, confidence, and interest toward entrepreneurship.

Entrepreneurial mindset refers to the ability of students to think creatively, identify opportunities, solve problems, take risks, and develop innovative ideas. Students having a positive entrepreneurial mindset are more likely to become confident, independent, and willing to explore business opportunities. Similarly, entrepreneurial education helps students develop entrepreneurial knowledge, business understanding, leadership qualities, and practical skills required for entrepreneurship. Entrepreneurship-related educational activities improve students' awareness regarding business management and motivate them toward self-employment opportunities.

Entrepreneurial support is also considered an important factor influencing entrepreneurial intent among students. Support received from family members, friends, teachers, educational institutions, and society helps students build confidence and positive attitudes toward entrepreneurship. Guidance, motivation, mentorship, and supportive environments encourage students to participate in entrepreneurial activities and reduce fear related to starting a business venture.

The present study focuses on examining the relationship between entrepreneurial mindset, entrepreneurial education, entrepreneurial support, and entrepreneurial intent among students. The study aims to understand how these factors influence students' willingness and motivation toward entrepreneurship. The findings of the study will help educational institutions and policymakers promote entrepreneurship education and create supportive environments for developing entrepreneurial skills and entrepreneurial intent among students.

LITERATURE REVIEW

Entrepreneurial intent has become an important area of research because entrepreneurship is considered a major source of economic growth, innovation, and employment generation. Researchers have widely studied the factors that influence students' willingness and motivation toward becoming entrepreneurs. Previous studies indicate that entrepreneurial mindset, entrepreneurial education, and entrepreneurial support play a significant role in developing entrepreneurial intent among students. The literature suggests that these factors positively influence students' confidence, creativity, business awareness, and entrepreneurial decision-making.

According to Icek Ajzen (1991), the Theory of Planned Behavior explains that an individual's attitude, social influence, and perceived behavioural control significantly affect intentions and decision-making. The study highlighted that positive attitudes and supportive environments encourage entrepreneurial intentions among individuals. Similarly, Albert Bandura (1997) emphasized the importance of self-efficacy and confidence in influencing entrepreneurial behaviour. The study suggested that individuals with higher self-confidence and belief in their abilities are more likely to engage in entrepreneurial activities.

Francisco Liñán and Yi-Wen Chen (2009) developed a model for measuring entrepreneurial intentions and found that entrepreneurial education and personal attitudes positively influence entrepreneurial intent among students. The study concluded that students who receive entrepreneurial education are more likely to develop interest in starting their own businesses. Similarly, Alain Fayolle and Benoît Gailly (2015) examined the impact of entrepreneurship education on entrepreneurial attitudes and intentions. Their findings revealed that entrepreneurship education improves entrepreneurial knowledge, creativity, confidence, and business awareness among students.

Several studies have also focused on the importance of entrepreneurial mindset in influencing entrepreneurial intent. Bhattacharya and Mitra (2021) found that students with higher levels of creativity, innovation, leadership qualities, and risk-taking ability are more likely to develop entrepreneurial intent. Similarly, Sharma and Madan (2014) highlighted that individual personality traits and entrepreneurial thinking significantly influence youth entrepreneurship. The findings indicated that students with a positive entrepreneurial mindset are more willing to explore business opportunities and self-employment options.

Researchers have also emphasized the role of entrepreneurial support in shaping entrepreneurial intentions among students. Gupta and Chauhan (2020) found that family background, educational support, and social encouragement positively influence entrepreneurial intent among university students. The study revealed that students receiving support from family

members, friends, mentors, and educational institutions show greater confidence toward entrepreneurship. Ibrahim and Lucky (2014) also highlighted that supportive entrepreneurial environments and entrepreneurial orientation positively affect entrepreneurial intent among students.

Krueger, Reilly, and Carsrud (2000) examined different models of entrepreneurial intentions and concluded that entrepreneurial education, confidence, and social support are important determinants of entrepreneurial intent. Similarly, Zhao, Seibert, and Hills (2005) identified self-efficacy as an important factor influencing entrepreneurial intentions among individuals. The study suggested that students with stronger entrepreneurial confidence and abilities are more likely to consider entrepreneurship as a future career option.

Recent studies have further emphasized the growing importance of entrepreneurship education and innovation-based learning in higher education institutions. Nabi et al. (2017) highlighted that entrepreneurship education programs help students improve entrepreneurial skills, problem-solving abilities, and innovative thinking. Rauch and Hulsink (2015) also found that entrepreneurship education positively affects students' entrepreneurial attitudes and encourages entrepreneurial action.

The reviewed literature indicates that entrepreneurial mindset, entrepreneurial education, and entrepreneurial support significantly influence entrepreneurial intent among students. Factors such as creativity, confidence, innovation, business knowledge, family support, mentorship, and educational exposure positively contribute toward entrepreneurial development. At the same time, lack of support, fear of failure, and limited entrepreneurial awareness may negatively affect students' entrepreneurial intentions. Therefore, educational institutions and policymakers should focus on developing supportive entrepreneurial environments, practical entrepreneurial education, and innovation-based learning opportunities to encourage entrepreneurship among students.

RESEARCH METHODOLOGY

Research Design

The study is based on a descriptive research design. Descriptive research is used to describe the characteristics, opinions, attitudes, and behaviour of respondents regarding a particular subject. The present study aims to examine the relationship between entrepreneurial mindset, entrepreneurial education, entrepreneurial support, and entrepreneurial intent among students. Descriptive research design is considered suitable for the study because it helps in understanding and analysing existing conditions and respondent perceptions without manipulating any variables.

Nature of the Study

The nature of the study is analytical and empirical. The study is analytical because it examines the relationship between entrepreneurial mindset, entrepreneurial education, entrepreneurial support, and entrepreneurial intent among students. It is empirical in nature because the research is based on actual data collected from respondents through questionnaires. The study focuses on understanding students' opinions, attitudes, and entrepreneurial intentions based on real responses collected during the research process.

Objectives of the Study

The objectives of the study provide proper direction to the research and help in achieving the purpose of the study. The major objectives of the present study are:

1. To examine the impact of entrepreneurial mindset on entrepreneurial intent among students.
2. To analyse the effect of entrepreneurial education on entrepreneurial intent among students.
3. To assess the influence of entrepreneurial support on entrepreneurial intent among students.

Sources of Data

The study is based on both primary and secondary sources of data.

Primary Data

Primary data has been collected directly from respondents through a structured questionnaire survey. The questionnaire includes questions related to entrepreneurial mindset, entrepreneurial education, entrepreneurial support, and entrepreneurial intent among students. Primary data provides first-hand information regarding students' perceptions, opinions, and entrepreneurial attitudes.

Secondary Data

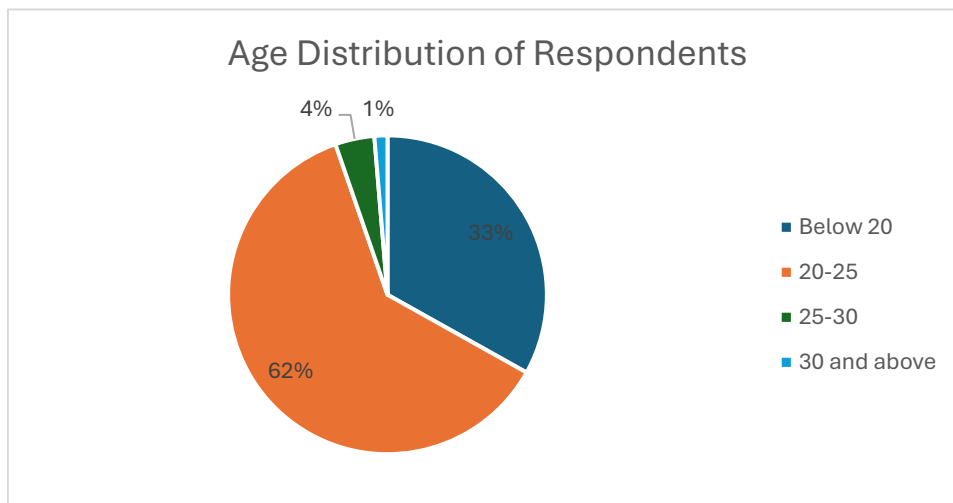
Secondary data has been collected from various published and unpublished sources such as books, research journals, articles, websites, dissertations, and previous research studies related to entrepreneurship and entrepreneurial intent. Secondary data helps in understanding existing concepts, theories, and previous findings relevant to the study.

Data Collection Method

The data collection method used in this study is a structured questionnaire survey. The questionnaire consists of close-ended questions and Likert scale statements distributed through online platforms such as Google Forms and social media platforms. The questionnaire is designed to collect information related to:

- Entrepreneurial mindset
- Entrepreneurial education
- Entrepreneurial support
- Entrepreneurial intent
- Demographic profile of respondents

In addition to primary data, secondary data has also been collected from books, journals, articles, and previous research papers to support the study.



Sampling Design

Sampling refers to the process of selecting respondents from the total population for research purposes.

- **Sampling Technique:** The study uses convenience sampling method, where respondents are selected based on ease of access and availability.
- **Sample Size:** Approximately 151 respondents are considered for the study to obtain meaningful results.
- **Sampling Unit:** The sampling unit consists of college and university students.

Tools and Techniques of Analysis

The collected data is analysed using simple statistical tools and techniques such as percentages, tables, charts, and graphical representations. Pie charts and bar graphs are used to present the collected data in a clear and understandable manner. The analysis helps in identifying the relationship between entrepreneurial mindset, entrepreneurial education, entrepreneurial support, and entrepreneurial intent among students.

DATA ANALYSIS AND INTERPRETATION

The present study aims to analyse the relationship between entrepreneurial mindset, entrepreneurial education, entrepreneurial support, and entrepreneurial intent among students. The analysis is based on primary data collected through structured questionnaires from student respondents. The collected data has been interpreted using percentages, tables, charts, and graphical analysis to understand students' perceptions, entrepreneurial attitudes, and the factors influencing entrepreneurial intent.

The analysis has been conducted according to the objectives of the study to examine the impact of entrepreneurial mindset, entrepreneurial education, and entrepreneurial support on entrepreneurial intent among students.

Age Distribution of Respondents

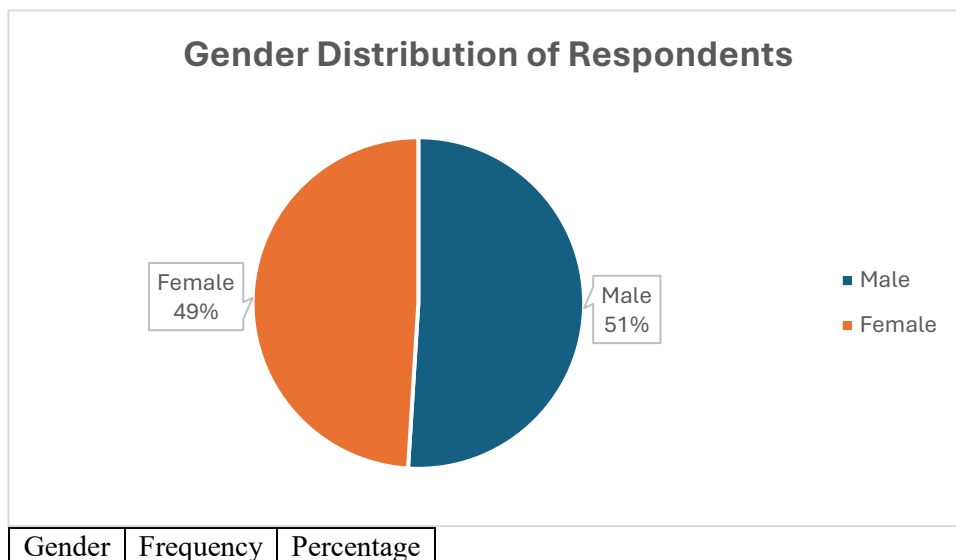
Frequency Table

Age Group	Frequency	Percentage
Below 20	50	33%
20–25	93	62%
25–30	6	4%
30 and above	2	1%
Total	151	100%

The above table and graph show the age distribution of respondents. Out of 151 respondents, the majority (62%) belong to the age group of 20–25 years, followed by 33% below 20 years. Only 4% respondents belong to the age group of 25–30 years, while 1% are above 30 years. The findings indicate that most respondents are young students with growing entrepreneurial interest.

Gender Distribution of Respondents

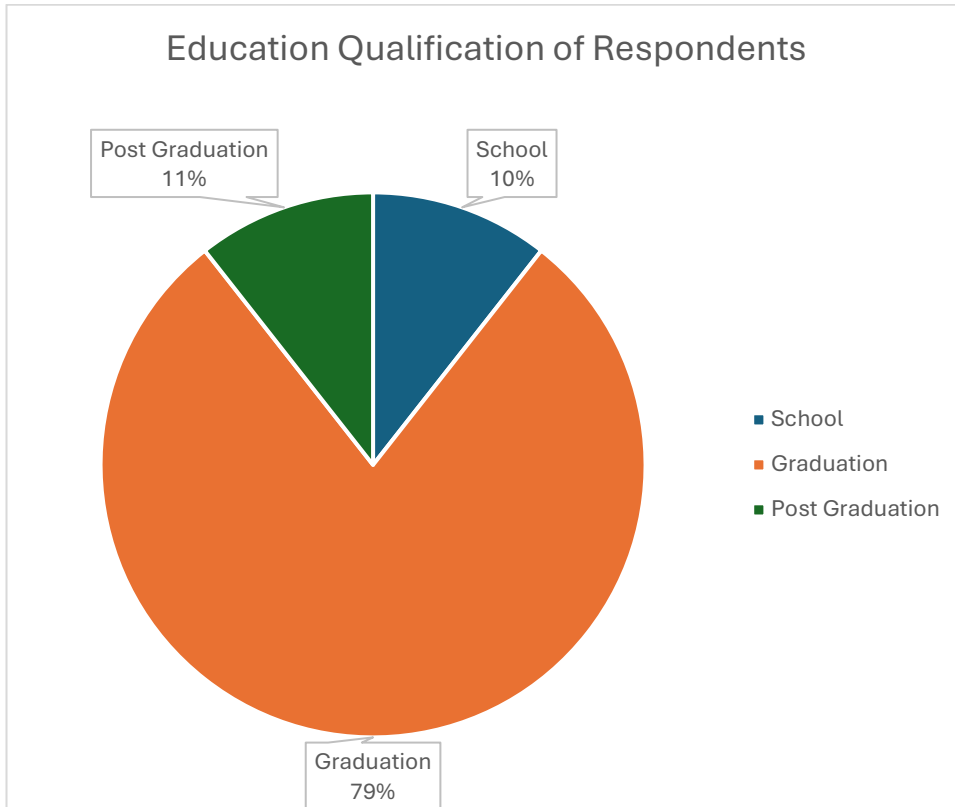
Frequency Table



Male	77	51%
Female	74	49%
Total	151	100%

The table and graph presented above show the gender distribution of the respondents. Out of 151 respondents, 51% were male and 49% were female. The findings indicate that both male and female students participated almost equally in the study, which helped in obtaining balanced responses regarding entrepreneurial intent among students.

Educational Qualification of Respondents

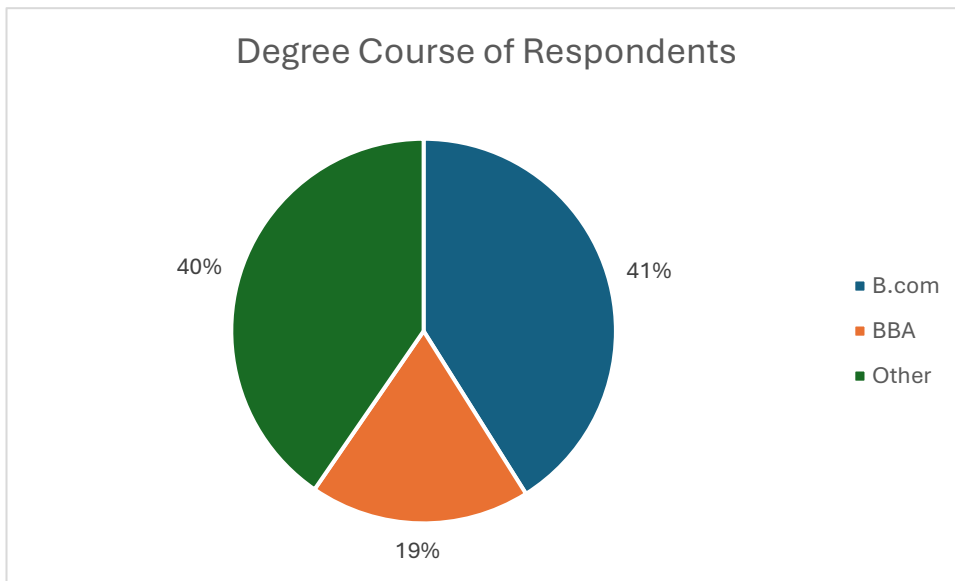


Frequency Table

Educational Qualification	Frequency	Percentage
School	16	10%
Graduation	119	79%
Post Graduation	16	11%
Total	151	100%

The table and graph presented above illustrate the educational qualifications of the respondents. Out of 151 respondents, the majority (79%) are pursuing graduation, while 11% are post-graduate students and 10% belong to school-level education. The findings indicate that undergraduate students formed the major part of the study and showed active participation in entrepreneurship-related research.

Degree Course of Respondents



Frequency Table

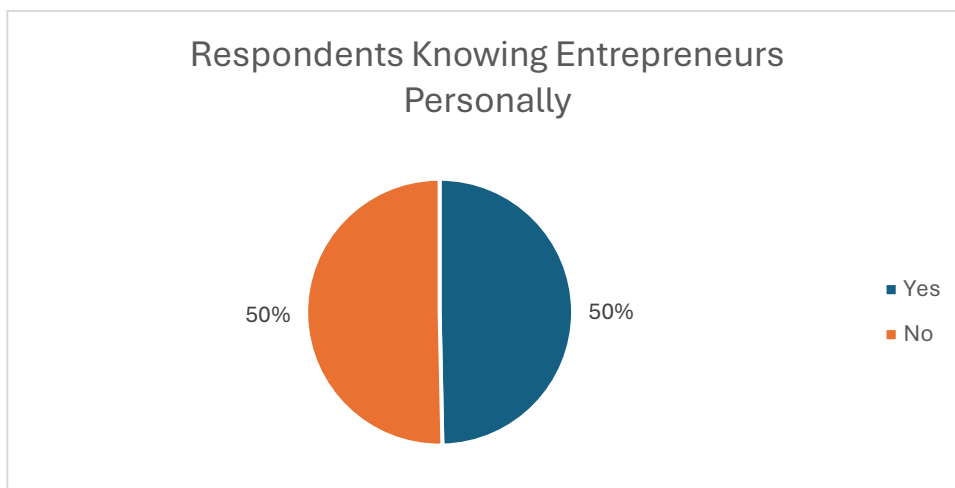
Degree Course	Frequency	Percentage
B.Com	62	41%
BBA	28	19%
Other Courses	61	40%
Total	151	100%

The table and graph presented above illustrate the degree courses pursued by the respondents. Out of 151 respondents, 41% are pursuing B.Com, 19% are enrolled in BBA, while 40% belong to other courses such as BCA, MBA, B.Tech, MCA, and other professional programs. The findings indicate that the study includes students from diverse educational backgrounds, providing a broader understanding of entrepreneurial intent among students.

Respondents Knowing Entrepreneurs Personally

Frequency Table

Response	Frequency	Percentage
Yes	75	49.7%
No	76	50.3%
Total	151	100%



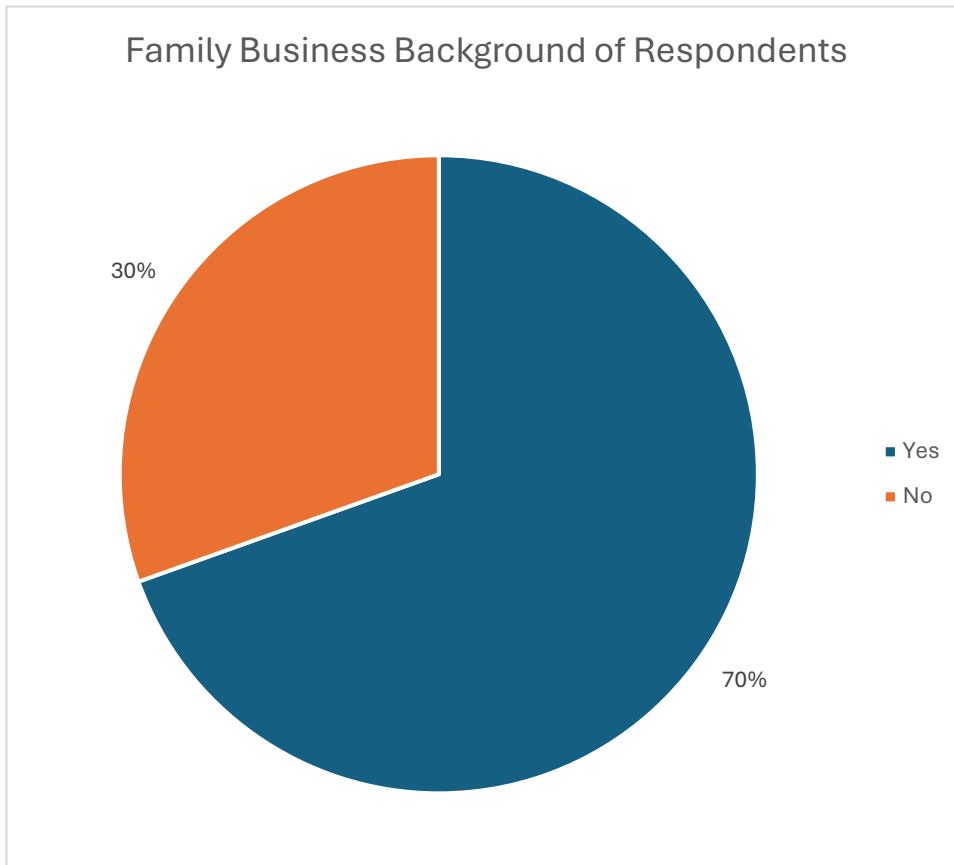
The table and graph presented above illustrate whether respondents personally know an entrepreneur. Out of 151 respondents, 49.7% reported that they personally know an entrepreneur, while 50.3% stated that they do not. The findings indicate an almost equal distribution between both categories, showing that many students have direct or indirect exposure to entrepreneurship through personal connections.

Family Business Background of Respondents

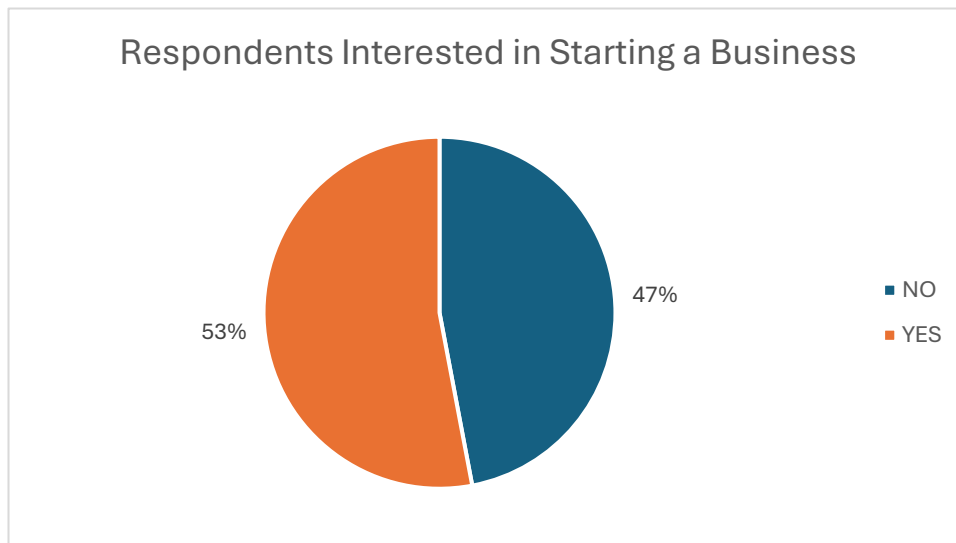
Frequency Table

Response	Frequency	Percentage
Yes	105	69.5%
No	46	30.5%
Total	151	100%

The table and graph presented above illustrate whether respondents belong to families with a business background. Out of 151 respondents, 69.5% reported having a business family background, while 30.5% stated that they do not. The findings indicate that the majority of respondents have some exposure to business activities through their family environment.



Respondents Interested in Starting Their Own Business



Frequency Table

Response	Frequency	Percentage
Yes	80	53%
No	71	47%
Total	151	100%

The above table and graph represent whether the respondents have ever thought about starting their own business. Out of 151 respondents, 53% stated that they have considered starting their own business, while 47% reported that they have never thought about it. The findings indicate that more than half of the respondents show interest toward entrepreneurship and business creation, reflecting a positive entrepreneurial inclination among students.

Correlation Analysis

Correlation analysis is used to measure the relationship between entrepreneurial support, entrepreneurial education, entrepreneurial mindset, and entrepreneurial intent. The value of the correlation coefficient ranges between -1 and +1. A positive value indicates a positive relationship between the variables, while a negative value indicates a negative relationship among the study variables.

Correlation Table

Variables	Entrepreneurship Support	Entrepreneurship Education	Entrepreneurship Mindset	Entrepreneurship Intention
Support	1	0.64	0.60	0.57
Education	0.64	1	0.56	0.49
Mindset	0.60	0.56	1	0.69
Intention	0.57	0.49	0.69	1

Source: Author's own (based on excel)

Interpretation of Correlation Analysis

The correlation analysis shows a positive relationship among entrepreneurial support, entrepreneurial education, entrepreneurial mindset, and entrepreneurial intent among students. Entrepreneurial support showed a positive relationship

with entrepreneurial education and entrepreneurial mindset, indicating that supportive environments encourage entrepreneurial thinking and learning among students.

The findings further reveal that entrepreneurial education positively influences entrepreneurial mindset and entrepreneurial intent. The highest positive relationship was observed between entrepreneurial mindset and entrepreneurial intent (0.69), indicating that students with higher creativity, confidence, innovation, and risk-taking ability are more likely to develop entrepreneurial intent. Overall, the results confirm that entrepreneurial mindset, entrepreneurial education, and entrepreneurial support significantly influence entrepreneurial intent among students, and all the hypotheses of the study are accepted.

FINDINGS

The study found that entrepreneurial mindset, entrepreneurial education, and entrepreneurial support positively influence entrepreneurial intent among students. Most respondents showed interest in entrepreneurship and expressed willingness toward starting their own business in the future. The findings revealed that students with higher creativity, confidence, innovation, and risk-taking ability are more likely to develop entrepreneurial intent.

The research also identified entrepreneurial education as an important factor influencing entrepreneurial intent. Entrepreneurship-related courses, workshops, seminars, and practical learning activities help students improve entrepreneurial knowledge, awareness, and business understanding. In addition, entrepreneurial support received from family, friends, mentors, and educational institutions positively affects students' confidence and motivation toward entrepreneurship.

The findings further indicate that students who receive supportive entrepreneurial environments and proper guidance are more likely to consider entrepreneurship as a career option. Overall, the study confirms that entrepreneurial mindset, entrepreneurial education, and entrepreneurial support play a significant role in developing entrepreneurial intent among students.

LIMITATIONS

The study has certain limitations that should be considered while interpreting the findings. Firstly, the research was conducted on a limited number of respondents, which may not fully represent the opinions of all students. Secondly, the study is based on responses collected through questionnaires, and therefore the findings depend on the honesty, understanding, and perceptions of the respondents.

In addition, the study focused only on selected variables such as entrepreneurial mindset, entrepreneurial education, entrepreneurial support, and entrepreneurial intent, while other influencing factors were not included. Due to limited time and resources, the study could not cover a wider geographical area or larger respondent base.

CONCLUSION

The present study, "A Study on Entrepreneurial Mindset, Entrepreneurial Education, Entrepreneurial Support, and Entrepreneurial Intent among Students," concludes that entrepreneurial mindset, entrepreneurial education, and entrepreneurial support significantly influence entrepreneurial intent among students. The findings revealed that students with stronger entrepreneurial mindset qualities such as creativity, confidence, innovation, and risk-taking ability are more likely to develop entrepreneurial intent.

The study also found that entrepreneurship education plays an important role in improving entrepreneurial knowledge, awareness, and business-related skills among students. Similarly, entrepreneurial support from family, educational institutions, mentors, and society positively encourages students toward entrepreneurship and self-employment opportunities.

Overall, the findings indicate that supportive entrepreneurial environments, practical entrepreneurial education, and innovation-based learning can help strengthen entrepreneurial intent among students. Therefore, educational institutions

and policymakers should focus on promoting entrepreneurship education and entrepreneurial support systems to encourage future entrepreneurs.

FUTURE SCOPE

1. Future studies can be conducted with a larger sample size for better and more generalized findings.
2. Additional factors such as personality traits, financial support, and government policies can also be included in future research.
3. Comparative studies can be conducted among students from different educational backgrounds and regions.
4. Future research may use advanced statistical tools and techniques for deeper analysis.
5. The study can also be extended to entrepreneurs, working professionals, and startup founders for broader understanding.

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