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## A Study On The Students Perception Towards Entrepreneurship In Santhanpara Grama Panchayath, Idukki District

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### Abstract

Entrepreneurs play a significant role in shaping industries, introducing innovative solutions, and driving social and economic development. Understanding the perception of students towards entrepreneurship is essential, as they represent the future workforce and potential business leaders. Their attitudes, aspirations, and challenges in pursuing entrepreneurship can provide valuable insights into how the entrepreneurial ecosystem can be strengthened, particularly in rural areas like Santhanpara Grama Panchayath. This study aims to explore how students view entrepreneurship, their level of interest in starting their own ventures, and the factors that influence their entrepreneurial mindset. Various aspects such as awareness about entrepreneurship, access to financial resources, support from educational institutions, influence of family and society, risk tolerance, and government policies play a crucial role in shaping students' perspectives on entrepreneurship. The study will examine whether students see entrepreneurship as a viable career path, the challenges they anticipate, and the resources they believe are necessary to support their entrepreneurial journey with a random sample of 80 students. The gender parity in the study allows for a more comprehensive understanding of entrepreneurial aspirations, challenges, and motivators across different demographics, contributing to the study's objective of evaluating students' perceptions toward entrepreneurship in a semi-rural area. A higher percentage of graduates and postgraduates in the study ensures a more informed perspective on entrepreneurial opportunities, challenges, and the role of education in fostering an entrepreneurial mindset. The high awareness level suggests that entrepreneurship is a recognized concept among students, potentially influenced by education, media, and government initiatives. The students are more inclined toward modern, scalable, and knowledge-based industries rather than traditional production-oriented businesses. These insights suggest that fostering financial literacy, encouraging innovation, and providing social entrepreneurship support could further strengthen the entrepreneurial mindset among students in the region.

**Key words:** Students Perception, motives and obstacles ,Entrepreneurship, risk tolerance

### 1.1 INTRODUCTION

Entrepreneurship is a crucial driver of economic growth, innovation, and job creation. It involves the process of identifying opportunities, developing new business ideas, organizing resources, and taking calculated risks to establish and manage enterprises for profit. Entrepreneurs play a significant role in shaping industries, introducing innovative solutions, and driving social and economic development. Understanding the perception of students towards entrepreneurship is essential, as they represent the future workforce and potential business leaders. Their attitudes, aspirations, and challenges in pursuing entrepreneurship can provide valuable insights into how the entrepreneurial ecosystem can be strengthened, particularly in rural areas like Santhanpara Grama Panchayath.

This study aims to explore how students in Santhanpara Grama Panchayath view entrepreneurship, their level of interest in starting their own ventures, and the factors that influence their entrepreneurial mindset. Various aspects such as awareness about entrepreneurship, access to financial resources, support from educational institutions, influence of family and society, risk tolerance, and government policies play a crucial role in shaping students' perspectives on entrepreneurship. The study will examine whether students see entrepreneurship as a viable career path, the challenges they anticipate, and the resources they believe are necessary to support their entrepreneurial journey.

### **1.2 STATEMENT OF THE PROBLEM**

The study will not only gauge the current awareness of students about entrepreneurship but will also assess their willingness to pursue it as a career option. Additionally, it will evaluate the barriers that may prevent students from considering entrepreneurship and the potential opportunities that could foster an entrepreneurial mindset along with the role of entrepreneurship education, societal influences, access to financial resources, risk tolerance, and support from both educational institutions and family to students in Santhanpara Grama Panchayath.

### **1.3 SIGNIFICANCE OF THE STUDY**

Santhanpara Grama Panchayath, being a semi-rural region, presents unique challenges and opportunities for aspiring entrepreneurs. Limited access to capital, lack of proper mentorship, and societal pressure to pursue conventional career paths are some of the barriers students may face in choosing entrepreneurship. However, with the rise of digital platforms, government initiatives, and the increasing importance of self-employment, there is a growing interest among students in exploring entrepreneurial ventures. By analyzing their perceptions, this research will provide recommendations to enhance entrepreneurial awareness, improve access to resources, and create a more supportive environment for student entrepreneurs in the region. The findings of this study can help policymakers, educators, and community leaders develop targeted programs that encourage and support young entrepreneurs.

### **1.4 OBJECTIVES**

- To ascertain principal motivators and obstacles affecting students' entrepreneurial aspirations.
- To examine students' perceptions for entrepreneurship as a career option.

### **1.5 SCOPE OF THE STUDY**

This study is focused on assessing the perceptions of students in the 13 wards of Santhanpara Grama Panchayath toward entrepreneurship. The scope is delimited to understanding their attitudes, aspirations, challenges, and the factors that influence their decision-making process regarding entrepreneurial ventures. Specifically, the geographic focus of this research is a semi-rural area, which provides a unique context for understanding how rural students perceive entrepreneurship in comparison to their urban counterparts. The study will offer recommendations for enhancing entrepreneurial awareness, improving access to resources, and fostering a supportive environment that encourages young students to embark on entrepreneurial journeys.

### **1.6 RESEARCH METHODOLOGY**

To achieve the objectives of this study, a descriptive research design will be employed. This design will facilitate a comprehensive analysis of students' perceptions, motivations, and obstacles toward entrepreneurship. The study will primarily use both qualitative and quantitative data to gain a balanced perspective.

### 1.6.1 Source of Data

**Primary Data:** A structured questionnaire will be used as the main tool for data collection. The questionnaire will consist of both closed and open-ended questions to gather information about students' attitudes, motivations, challenges, and their perspectives on entrepreneurship. The survey will cover key factors such as awareness of entrepreneurship, interest in self-employment, and external influences (family, education, government policies).

**Secondary Data :** Secondary data will be gathered from published books, academic journals, government reports, articles, and other related materials that will provide additional insights into the existing entrepreneurial ecosystem, especially within rural settings. Websites, magazines, and relevant research articles will also be reviewed to support the primary data findings.

### 1.6.2 Population

The population of study consisted of the students in 13 wards of Santhanpara grama panchayath in Idukki district of Kerala state.

### 1.6.3 Sampling Method

A random sampling method will be used to select the sample from the students of Santhanpara Grama Panchayath. The selected sample will consist of students from diverse academic backgrounds, providing a well-rounded view of their entrepreneurial intentions, regardless of their field of study.

### 1.6.4 Sample Size

The sample size of the study is 80 respondents.

### 1.6.5 Tools used for Analysis

**Quantitative Analysis:** The data collected through structured questionnaires will be analyzed using basic statistical techniques such as frequency distributions, percentages, and averages to identify trends and patterns.

**Qualitative Analysis:** Responses to open-ended questions will be analyzed using thematic coding, categorizing responses based on common themes or ideas related to entrepreneurship.

### 1.6.6 Period of the Study

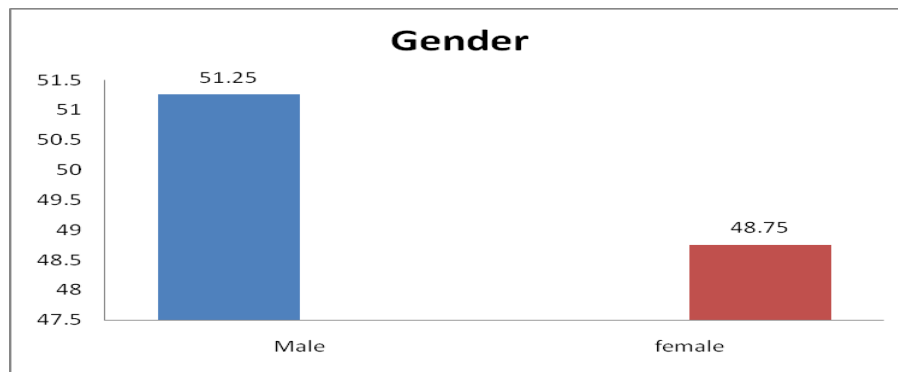
The study is conducted for three months from March 2025 to May 2025.

## 1.7 LIMITATIONS OF THE STUDY

- Due to limited time period, the data has to be collected from small sample size and may not necessarily be representative of all the students.
- There is a tendency that some students might have been responding in a socially desirable way which would tend to bias the result .

## 2.DATA ANALYSIS AND INTERPRETATION

**Figure 2.1 Gender wise classification**



Source: Primary data

The gender distribution of the surveyed students in Santhanpara Grama Panchayath revealed a nearly equal representation, with 51.25 percent male and 48.75 percent female respondents. No participants opted for the "Prefer not to say" category.

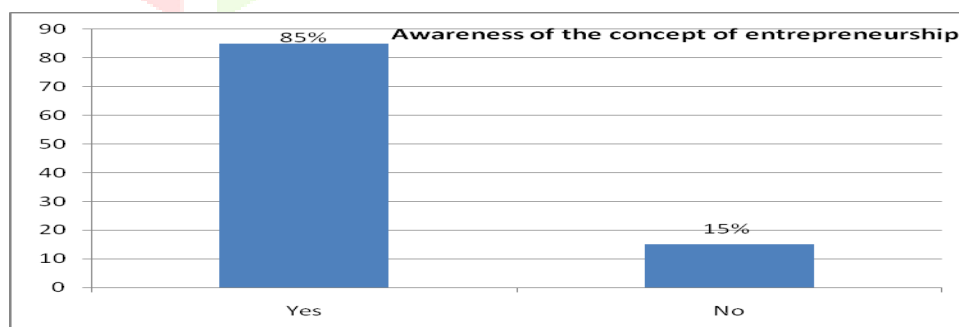
**Table 2.1 Highest educational level**

| Education     | Number | Percentage |
|---------------|--------|------------|
| SSLC          | 3      | 3.75       |
| Plus Two      | 22     | 27.50      |
| Graduate      | 33     | 41.25      |
| Post Graduate | 20     | 25.00      |
| Doctoral      | 2      | 2.50       |
| Total         | 80     | 100.00     |

Source: Primary data

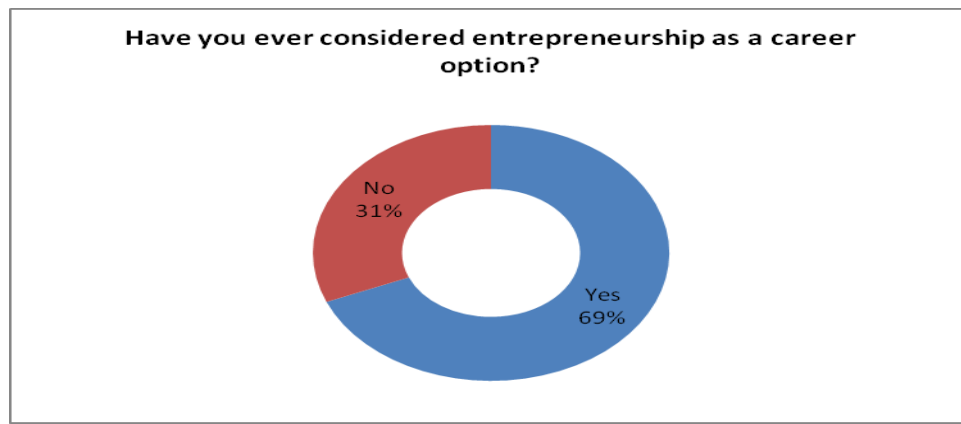
Table 2.1 depicts the education distribution of the students indicated that majority are graduates (41.25%), distantly followed by Plus Two (27.5%) and postgraduates (25%). A smaller proportion has only SSLC (3.75%) or has pursued doctoral studies (2.5%). This data implies that most students have attained higher education, which could positively influence their awareness and interest in entrepreneurship.

➤ **Figure 2.2 Awareness of the concept of entrepreneurship**



Source: Primary data

Figure 2.2 indicated that 85 percent of students are aware of the concept of entrepreneurship, while the remaining 15 percent are not. This high awareness level suggests that entrepreneurship is a recognized concept among students, potentially influenced by education, media, and government initiatives.

**Figure 2.3 Entrepreneurship as a career option or not**

Source: Primary data

Figure 2.3 showed that 69 percent of students have considered entrepreneurship as a career option, while 31 percent have not. This indicates a strong interest in entrepreneurship among students, likely influenced by factors such as education, exposure to entrepreneurial success stories, and the evolving job market.

**Table 2.2 Influence of successful entrepreneur**

| Are you inspired by any successful entrepreneur? |        |            |
|--------------------------------------------------|--------|------------|
|                                                  | Number | Percentage |
| Yes                                              | 68     | 85         |
| No                                               | 12     | 15         |
| Total                                            | 80     | 100        |

Source: Primary data

The data indicated that 85 percent of the students are inspired by successful entrepreneurs, while only 15 percent are not indicating that entrepreneurial role models have a strong influence on students' aspirations. The high percentage of inspiration reflects a positive mindset toward entrepreneurship, which can be leveraged through proper guidance, mentorship, and institutional support. Encouraging such motivation through entrepreneurship education and awareness programs can further enhance students' willingness to pursue business ventures, ultimately contributing to economic development in the region.

**➤ Table 2.3 Future preference**

| Preference        | Number | Percentage |
|-------------------|--------|------------|
| Start a business  | 25     | 31.25      |
| Work in a company | 35     | 43.75      |
| No preference     | 20     | 25.00      |
| Total             | 80     | 100.00     |

Source: Primary data

Table 2.3 indicated that 43.75 percent of students prefer working in a company by recognizing the stability and opportunities provided by employment, while 31.25 percent are inclined toward starting their own business. A notable 25 percent remain uncertain about their career choice highlighting the need for better awareness, mentorship, and financial support to guide them in making career decisions.

➤ **Table 2.4 The sectoral preference If you were to start a business**

| If you were to start a business, what sector would you prefer? |        |            |
|----------------------------------------------------------------|--------|------------|
|                                                                | Number | Percentage |
| Manufacturing                                                  | 13     | 16.25      |
| Service                                                        | 17     | 21.25      |
| Trading                                                        | 18     | 22.50      |
| Technology                                                     | 19     | 23.75      |
| Others                                                         | 13     | 16.25      |
| Total                                                          | 80     | 100.00     |

Source: Primary data

The data highlights students' preferred sectors for starting a business, indicating a strong inclination towards technology (23.75%) and trading (22.5%), suggesting that students recognize the potential in digital enterprises and commerce-related ventures. The service sector follows closely (21.25%), reflecting interest in providing specialized offerings such as consulting, hospitality, or financial services. Manufacturing and other sectors each account for 16.25 percent, showing that while product-based businesses are considered, they are less favored compared to technology and service-driven models. To support these aspirations, policies and initiatives should focus on providing technological infrastructure, business training, and financial support to encourage entrepreneurship in these preferred sectors.

**Figure 2.4 Risk in entrepreneurship**

Source: Primary data

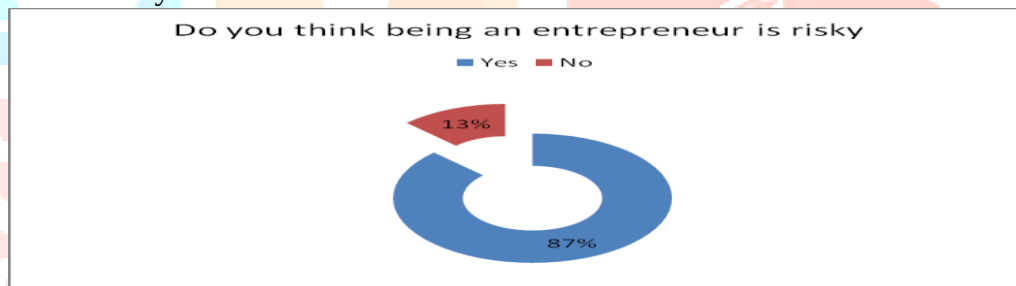
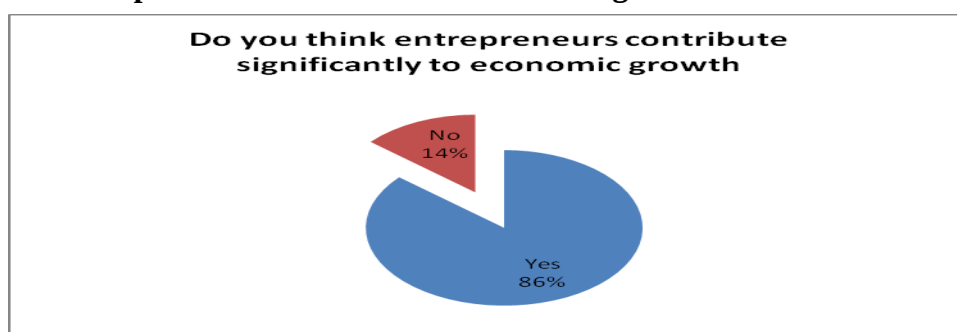


Figure 2.4 revealed that 87 percent of students perceive entrepreneurship as a risky career choice because of financial instability, market competition, and lack of guidance, while only 13 percent believe it is not risky. The high-risk perception may act as a deterrent for aspiring entrepreneurs, highlighting the need for initiatives that educate students on risk management, financial literacy, and support mechanisms available for startups. Encouraging a positive entrepreneurial mindset through mentorship programs and government support can help reduce fear and foster confidence in pursuing business ventures.

➤ **Figure 2.5 Entrepreneurs contribution to economic growth**



Source: Primary data

Figure 2.5 revealed that 86 percent of the students trusted that entrepreneurs contribute significantly to economic growth, while only 14 percent do not believe so. By leveraging this understanding, educational institutions and policymakers can further promote entrepreneurship through training,

mentorship, and financial support, ultimately strengthening the local economy through the job creation, innovation, and overall economic development.

➤ **Table 2.4 Perception towards motivating factors of entrepreneurship**

| Perception towards motivating factors of entrepreneurship                                      |                |       |         |          |                   |            |
|------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|------------|
|                                                                                                | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Mean score |
| I aspire to start my own business someday.                                                     | 26             | 35    | 15      | 3        | 1                 | 4.025      |
| I prefer entrepreneurship over a traditional job because of the potential for financial gains. | 26             | 24    | 20      | 6        | 4                 | 3.775      |
| I am motivated by the desire to be my own boss and make independent decisions.                 | 10             | 25    | 40      | 4        | 1                 | 3.488      |
| I believe entrepreneurship provides better work-life balance than employment.                  | 45             | 20    | 12      | 2        | 1                 | 4.325      |
| I would be more willing to start a business if I had access to funding and financial support.  | 24             | 23    | 24      | 5        | 4                 | 3.725      |

Source: Primary data

The data highlights key motivating factors influencing students' perceptions of entrepreneurship. A significant majority (mean score: 4.025) aspire to start their own business someday, indicating strong entrepreneurial interest. Financial gain is a notable motivator (3.775), though slightly lower in preference compared to work-life balance (4.325), which is seen as a major advantage of entrepreneurship. The desire to be independent and make decisions scored moderately (3.488), suggesting that while autonomy is valued, it is not the strongest driving factor. Additionally, access to financial support (3.725) plays a crucial role, as many students believe they would be more inclined to pursue entrepreneurship if funding were available. These insights suggest that while students are interested in entrepreneurship, financial support and work-life balance are primary motivators, whereas decision-making autonomy is a secondary consideration.

➤ **Table 2.5 Key challenges affecting students entrepreneurial perception**

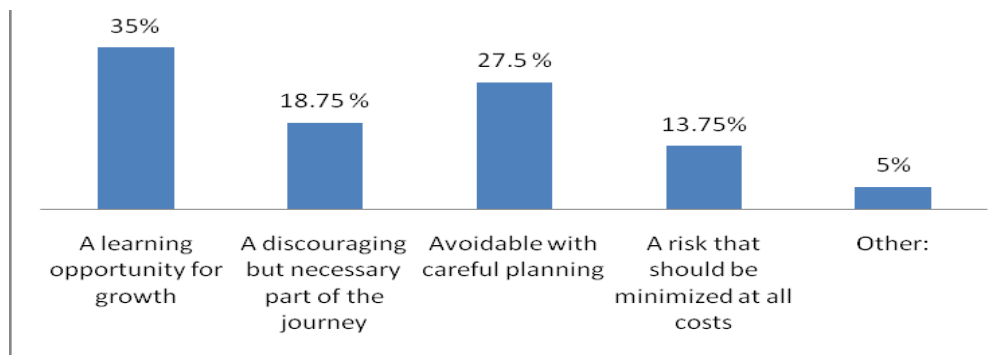
| Perception towards motivating factors of entrepreneurship                                      |                |       |         |          |                   |            |
|------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|------------|
|                                                                                                | Strongly agree | Agree | Neutral | Disagree | Strongly disagree | Mean score |
| Lack of initial capital is the biggest obstacle to starting a business.                        | 33             | 33    | 1       | 13       | 0                 | 4.075      |
| Fear of failure discourages me from considering entrepreneurship.                              | 17             | 32    | 25      | 4        | 2                 | 3.725      |
| I feel that I lack the necessary knowledge and skills to start a business.                     | 16             | 23    | 30      | 8        | 3                 | 3.513      |
| Societal and family expectations influence my career decisions more than my personal interest. | 20             | 32    | 25      | 2        | 1                 | 3.850      |
| The absence of mentorship and guidance makes entrepreneurship a difficult career choice        | 17             | 36    | 18      | 6        | 3                 | 3.725      |

Source: Primary data

Table 2.5 reveals key challenges influencing students' perceptions of entrepreneurship in Santhanpara Grama Panchayath. The most significant barrier identified is the lack of initial capital (mean score: 4.075), indicating that financial constraints play a crucial role in discouraging entrepreneurial aspirations. Fear of failure (3.725) and the absence of mentorship and guidance (3.725) are also major concerns, suggesting that students require more confidence and structured support to pursue business ventures. Additionally, societal and family expectations (3.85) have a considerable impact, often

influencing career choices more than personal interest. The perception of inadequate knowledge and skills (3.513) highlights the need for improved entrepreneurship education and training programs.

➤ **Figure 2.6 How do you perceive failure in entrepreneurship**



Source: Primary data

Figure 2.6 illustrated students' perceptions of failure in entrepreneurship, revealing that the majority (35%) view failure as a learning opportunity for growth, highlighting a positive and resilient mindset. A significant portion (27.5%) believes failure can be avoided with careful planning, indicating confidence in structured decision-making. Meanwhile, 18.75 percent see failure as a discouraging but necessary part of the entrepreneurial journey, suggesting some level of apprehension. Additionally, 13.75 percent perceive failure as a risk that should be minimized at all costs, showing a more risk-averse attitude. The remaining 5 percent have other perspectives. These findings suggest that while many students recognize the value of failure in learning, a considerable number still associate it with fear and risk aversion. Encouraging entrepreneurial education and fostering a culture that normalizes setbacks as part of success could help shape a more resilient entrepreneurial mindset among students in Santhanpara Grama Panchayath.

➤ **Table 2.6 Motivating factor of entrepreneurship**

| What motivates you the most to consider entrepreneurship? |        |            |
|-----------------------------------------------------------|--------|------------|
|                                                           | Number | Percentage |
| Autonomy & creative freedom                               | 27     | 33.75      |
| Financial success                                         | 32     | 40.00      |
| Solving social problems                                   | 15     | 18.75      |
| Family influence                                          | 6      | 7.50       |
| Total                                                     | 80     | 100.00     |

Source: Primary data

Table 2.6 highlights the primary motivations driving students toward entrepreneurship in Santhanpara Grama Panchayath. Financial success is the most significant factor, with 40 percent of respondents indicating it as their primary motivation, suggesting a strong inclination toward economic stability and wealth creation. Autonomy and creative freedom follow closely at 33.75 percent, indicating that many students value independence and the ability to implement their own ideas. Additionally, 18.75 percent of students are motivated by solving social problems, reflecting a desire to contribute to societal well-being through entrepreneurship. Family influence is the least significant factor, with only 7.5 percent considering it a major motivator, indicating that personal aspirations and external market factors play a more crucial role than familial expectations. These insights suggest that fostering financial literacy, encouraging innovation, and providing social entrepreneurship support could further strengthen the entrepreneurial mindset among students in the region.

➤ **Figure 2.7 The biggest barrier to pursuing entrepreneurship**

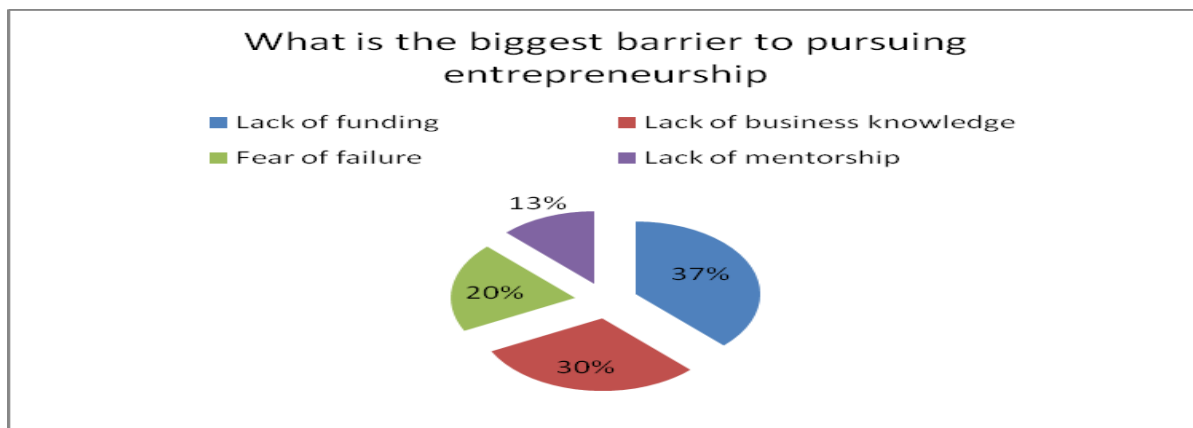


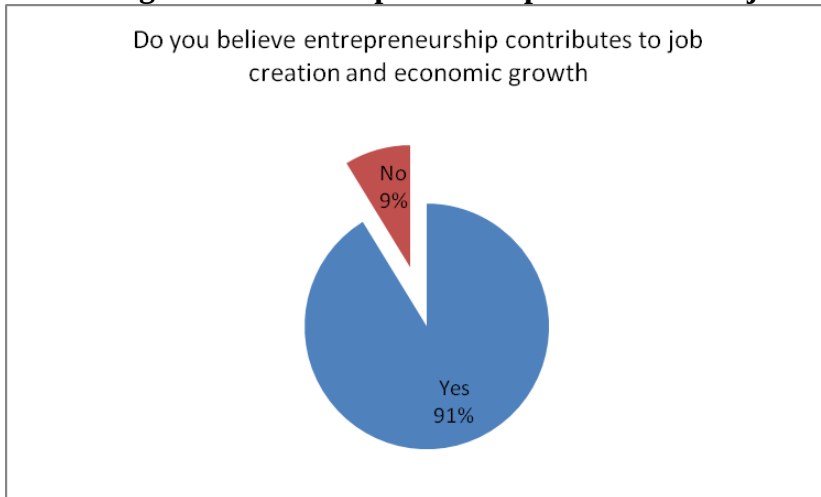
Figure 2.7 illustrates the key barriers preventing students pursuing entrepreneurship. The most significant challenge is a **lack of funding**, cited by 37 percent of respondents, highlighting the financial constraints that hinder business initiation. **Lack of business knowledge** follows closely at 30 percent, emphasizing the need for entrepreneurial education and training. **Fear of failure** is another major barrier, affecting 20 percent of students, indicating concerns about risks and uncertainties associated with entrepreneurship. **Lack of mentorship** is the least cited challenge at 13 percent, suggesting that while guidance is important, financial and knowledge-related constraints play a more dominant role.

**Table 2.7 type of support encourage to pursue entrepreneurship**

| What type of support would encourage you to pursue entrepreneurship? |        |            |
|----------------------------------------------------------------------|--------|------------|
|                                                                      | Number | Percentage |
| Financial support                                                    | 33     | 41.25      |
| Mentorship programs                                                  | 21     | 26.25      |
| Entrepreneurship education                                           | 19     | 23.75      |
| Business incubation centres                                          | 7      | 8.75       |
| Total                                                                | 80     | 100.00     |

Source: Primary data

Table 2.7 highlighted that financial support is the most crucial factor in encouraging students to pursue entrepreneurship, with 41.25 percent of respondents identifying it as their primary need. This underscores the significance of accessible funding, such as grants or low-interest loans, in motivating young entrepreneurs. Mentorship programs (26.25%) also play a key role, indicating that students value guidance from experienced entrepreneurs to navigate business challenges. Entrepreneurship education (23.75%) is another important factor, reflecting the need for structured learning opportunities to enhance business knowledge and skills. Lastly, business incubation centers (8.75%) are the least prioritized, possibly due to a lack of awareness or availability in the region.

**Figure 2.8 Do entrepreneurship contributes to job creation and economic growth?**

Source: Primary data

Figure 2.8 revealed that an overwhelming majority (91.25%) of respondents believe that entrepreneurship contributes to job creation and economic growth. This strong positive perception highlights the recognition of entrepreneurship as a key driver of economic development, innovation, and employment opportunities. Only 9 percent of respondents disagreed, indicating that a small section may lack awareness of the broader economic benefits of entrepreneurship.

### 3.FINDINGS , SUGGESIONS AND CONCLUSION

The major findings of the study are summarised below;

- Majority of respondents have completed graduate-level education, followed by those with a Plus Two qualification with nearly equal representation of male and female participants.
- Most respondents are aware of the concept of entrepreneurship and Technology is the most preferred sector for starting a business among respondents.
- A significant number of respondents have considered entrepreneurship as a career option inspired by successful entrepreneurs, as realising its contribution to economic growth and job creation.
- More respondents prefer working in a company than starting a business, realising its risk, but failure in entrepreneurship is viewed by many as a learning opportunity for growth.
- The key motivator for entrepreneurship is seen as work-life balance and financial success, whereas lack of initial capital is considered the biggest obstacle.
- Networking is considered extremely important for entrepreneurial success by a significant number of respondents.

### SUGGESTIONS

- Offering hands-on entrepreneurship training and mentorship from successful entrepreneurs would help students build the skills and confidence needed to start their own businesses. This practical exposure can provide real-world insights that go beyond theoretical knowledge.
- Establishing funding programs or microloans would help students overcome financial barriers when considering entrepreneurship. Providing access to capital would make it easier for students to transform their business ideas into reality.
- Incorporating entrepreneurship-focused courses and workshops in higher education curriculum would equip students with the knowledge and tools they need. A stronger focus on entrepreneurship in education can create a more entrepreneurial mindset among students.
- Organizing networking events with successful entrepreneurs would give students the opportunity to learn from role models and build valuable industry connections. These interactions could inspire students and provide guidance in their entrepreneurial journey.
- Providing workshops on risk management and financial literacy can help students better navigate the uncertainties of starting a business. Educating them on these aspects would reduce fear and encourage more students to take the entrepreneurial leap.
- Shifting the perception of failure by emphasizing its role as a learning opportunity would help students embrace risks in entrepreneurship. By addressing the fear of failure, students would be more

likely to see it as a necessary part of their career journey.

- Increasing awareness of entrepreneurship support networks, such as incubators and accelerators, would give students access to resources they may not be aware of. These networks can provide critical guidance, funding, and mentorship for budding entrepreneurs.
- Offering flexible entrepreneurship programs that focus on work-life balance would encourage more students to consider entrepreneurship. Providing tools and resources for managing both personal and professional responsibilities can make entrepreneurship a more attractive career path.

## CONCLUSION

The study on the topic “Perception Of Students Towards Entrepreneurship In Santhanpara Grama Panchayath” depict that the Santhanpara Grama Panchayath, being a semi-rural region, presents unique challenges and opportunities for aspiring entrepreneurs. Limited access to capital, lack of proper mentorship, and societal pressure to pursue conventional career paths are some of the barriers students may face in choosing entrepreneurship. This study also provides a unique context for understanding how rural students perceive entrepreneurship in comparison to their urban counterparts. The study will offer recommendations for enhancing entrepreneurial awareness, improving access to resources, and fostering a supportive environment that encourages young students to embark on entrepreneurial journeys.

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