UNVEILING THE CHALLENGES OF PURSUING ENTREPRENEURSHIP AMONG INDIAN COLLEGE STUDENTS

Abstract

This study seeks to understand the obstacles that hinder young Indians from becoming entrepreneurs, considering a sample of 501 respondents those who are students at the moment or have graduated recently. The objective of the study is to focus on the primary reasons that discourage young people to engage into self-employment opportunities in any sphere of India by looking at socio-economic factors, educational matters, and cultural aspects. The research is of mixed methods use, with quantitative part consisting of survey and qualitative insights drawn from in-depth interviews. The findings show that there are various challenges such as lack of funding, unavailability of people who can guide you, and formal learning programs that do not equip people with practice-oriented business skills. A comprehensive gender analysis points out that there are differences in entrepreneurial ambitions and obstacles faced, with additional social norms curbing the ambitions of the female respondents. The results point out that there is a necessity for appropriate strategies and changes in the education sector in order to encourage young people in India to take up entrepreneurship.

keywords: "entrepreneurship", "financial constraints", "mentorship", "socio-cultural barriers", "education", "government support", "college students", "recent graduates", "india", "gender differences".

Analysis Results And Discussion

This chapter focuses on the data collected from the survey that was conducted with 501 Indian college students and recent graduates. This study aims to explore and discuss the experiences of such people in their effort to venture into business and the common financial, educational and other limitations. Furthermore, the research assesses the adequacy of the support initiatives and seeks to present recommendations that would be more helpful to the student venturing aspirations. As such, using different statistical tools, this work aims at getting detailed findings concerning the dynamics involved and ensuring that these findings relate to the main research questions.

4.1 Descriptive Statistics and Demographic Analysis by Gender and Current Status

Figure 4.1 visually presents the gender distribution across five key socio-demographic factors: age, college/university location, educational level, field of study, and socio-economic status. The data from Tables 4.1 to 4.5 (Appendix A) offer insight into how males and females are represented in each category.

In age distribution, gender representation is fairly balanced across most age groups. The largest group is in the 27 and above category, with 66 females and 70 males. The 18-20 age group has 54 females and 67 males, while the 21-23 and 24-26 age groups show similar numbers of females and males, with 61 females and 69 males in the 21-23 group, and 52 females and 61 males in the 24-26 group. Overall, there are 233 females and 267 males across all age groups.

When considering college/university location, rural areas show a higher number of students, with 84 females and 114 males in rural locations. Urban and suburban locations have a more balanced distribution, with 78 females and 78 males in urban areas, and 71 females and 75 males in suburban areas. The total number of students in these locations is 233 females and 267 males.

Regarding educational level, the data shows a fairly even split between males and females in undergraduate, graduate, and postgraduate programs. There are 79 females and 85 males in the undergraduate category, 83 females and 100 males in the graduate category, and 71 females and 82 males in the postgraduate category. In total, 233 females and 267 males are represented in the educational level categories.

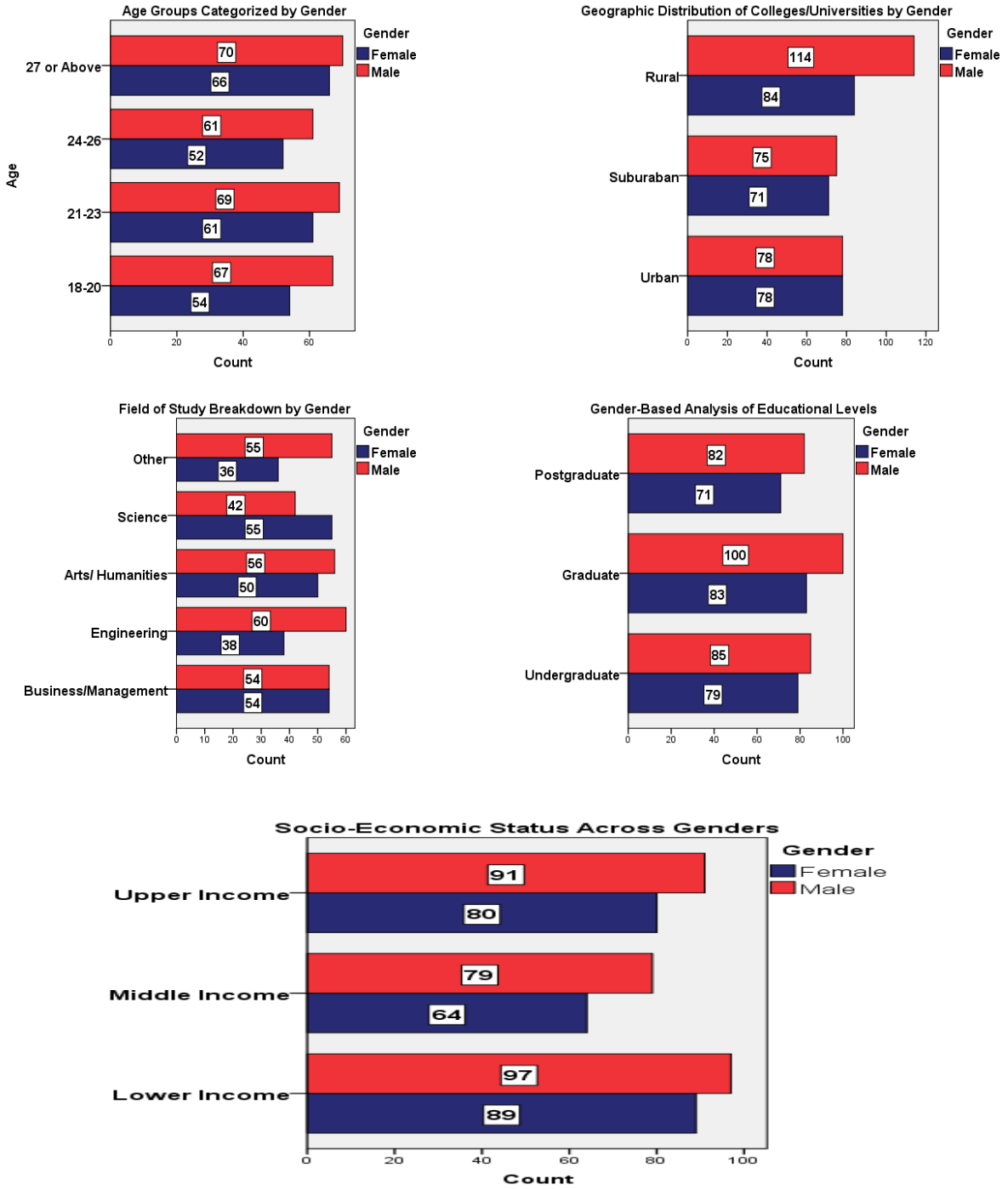
Field of study reveals distinct gender-based preferences. Males tend to dominate in engineering and science fields, with 38 females and 60 males in engineering, and 55 females and 42 males in science. In contrast, females are more likely to pursue business/management and arts/humanities, with equal representation in business/management (54 females and 54 males) and a slightly higher number of females in arts/humanities (50 females and 56 males). The total number of students across all fields is 233 females and 267 males.

Finally, socio-economic status shows that females slightly outnumber males in the lower-income group, with 89 females and 97 males. The middle-income group has 64 females and 79 males, while the upper-income group is slightly male-dominated, with 80 females and 91 males. The total distribution across socio-economic categories is 233 females and 267 males.

This comprehensive visual representation highlights how gender intersects with different socio-demographic factors, providing a deeper understanding of gender distribution across age, college location, educational level, field of study, and socio-economic status. Detailed data can be found in Appendix A.

Fig. 4.1

Gender Distribution Across Socio-Demographic Factors: Age, College Location, Educational Level, Field of Study, and Socio-Economic Status (Tables in Appendix A)



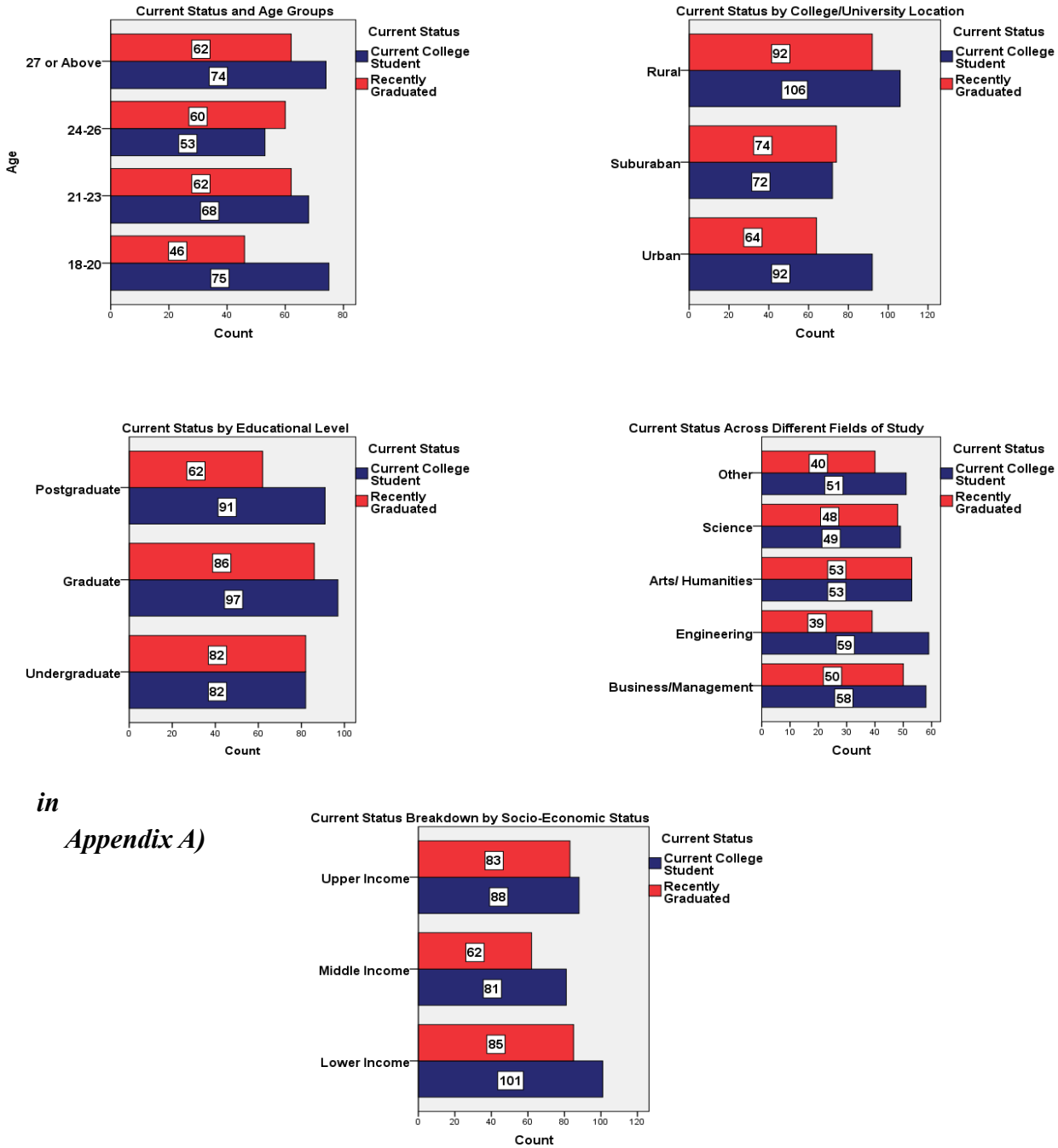
Source: Author's construction for this figure

Figure 4.2 presents a detailed visual analysis of the demographic distribution of respondents currently engaged in entrepreneurial activities. It consolidates data from crosstab analyses across multiple dimensions, including age, location of college/university, educational level (Table 4.8), field of study, and socio-economic status.

The age distribution indicates that most participants fall within the 18-20 and 27 or above age groups, showing significant involvement from both younger students and older, recently

Figure 4.2

Comparative Demographic Analysis of Respondents Based on Age, Location, Educational Level, Field of Study, and Socio-Economic Status ***(Refer to Tables 4.6 - 4.10***



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graduated individuals. The balanced numbers across the 21-23 and 24-26 age brackets suggest active transitions from education to professional endeavors.

Regarding the field of study, gender-based preferences are apparent. Males tend to dominate in engineering and science fields, with 38 females and 60 males in engineering, and 55 females and 42 males in science. Females are more likely to pursue business/management and arts/humanities, with equal representation in business/management (54 females and 54 males) and slightly more females in arts/humanities (50 females and 56 males). The total number of students across all fields is 233 females and 267 males.

Analyzing socio-economic status, females slightly outnumber males in the lower-income group (89 females and 97 males). In contrast, the middle-income group has 64 females and 79 males, while the upper-income group shows a slight male dominance with 80 females and 91 males.

In terms of educational level, there is an almost even split between undergraduate, graduate, and postgraduate categories, with a slightly higher number of graduates. This indicates diverse academic experiences among respondents, reflecting a broad spectrum of knowledge and skills.

Finally, the socio-economic status analysis highlights that most respondents are from the lower-income group, suggesting significant participation from economically disadvantaged backgrounds. Middle-income respondents are fewer, while the upper-income group shows balanced representation between current students and recent graduates.

This comprehensive visual representation highlights how gender intersects with different socio-demographic factors, providing a deeper understanding of gender distribution across age, college location, educational level, field of study, and socio-economic status. Detailed data can be found in Appendix A.

4.2 Analysis of Entrepreneurial Aspirations and Challenges

This section explores and reviews the involvement of college students and graduates in entrepreneurship, and the issues they experience. Another aim is to determine the kind of businesses the respondents are involved in or want to be involved in together with the problems they encounter in their ventures. Understanding these goals lays a better foundation for approaching the more general issues of restricted funding, good mentors and the purpose of education in Entrepreneurship.

Figure 4.3 illustrates the distribution of respondents across various business types, segmented by gender (Male, Female) and education status (Current College Students, Recently Graduated). The stacked bar chart provides insights into how different demographic groups are engaged in diverse business sectors, highlighting their preferences and participation.

The "E-commerce, Service-based, Product-based, Other" category has the highest number of respondents (54), indicating its popularity among the participants. This business type shows a balanced gender distribution, with 28 male and 26 female respondents. Additionally, this category exhibits significant representation from both current college students (29) and recently graduated individuals (25), suggesting its broad appeal across demographics.

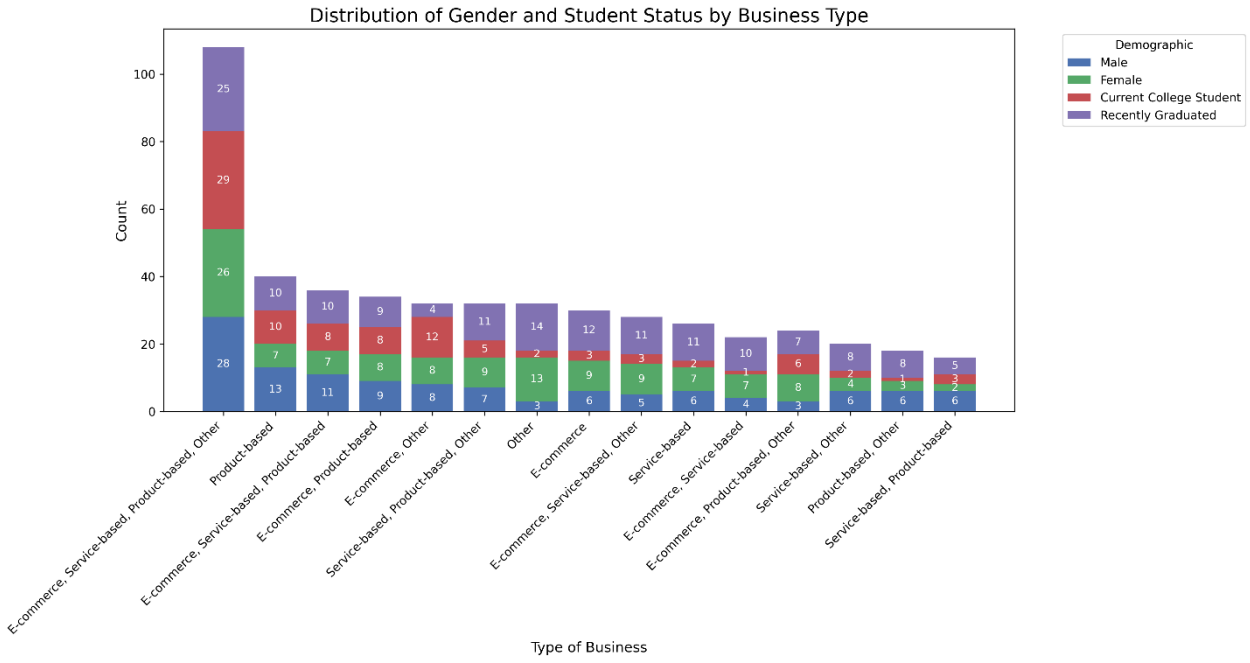
In comparison, the "Product-based" category has a total of 20 respondents, with a noticeable male dominance (13 males compared to 7 females). This trend is also observed in other

product-focused categories, such as "Service-based, Product-based" and "Product-based, Other", where male respondents are consistently higher. This suggests that product-based ventures might be more attractive or accessible to male participants.

The "Other" category shows a contrasting trend, with a higher female representation (13 females vs. 3 males). This indicates a stronger preference or involvement of females in businesses that do not fall into conventional categories like e-commerce or service-based. Similarly, categories combining service-based and other types of businesses, such as "Service-based, Other" and "E-commerce, Service-based, Other", also show higher female engagement, reflecting the diverse interest of female participants in mixed or unconventional business models.

Figure 4.3

Demographic Distribution Across Business Types Based on Gender and Educational Status (Refer to Table 4.11 in Appendix A)



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Regarding educational status, current college students are highly represented in business types like "E-commerce, Service-based, Product-based, Other" (29 students) and "E-commerce, Other" (12 students). This suggests a strong inclination towards multi-sector and online business models among students, likely due to the flexibility and digital nature of these ventures. Recently graduated individuals also show substantial participation across various business types, particularly in "Other" and "E-commerce" categories, indicating a broad exploration of different business opportunities post-graduation.

Overall, Figure 4.3 highlights the varied interests of respondents across different business types, with a noticeable inclination towards hybrid or multi-sector business models. The data indicates a balanced gender distribution in versatile business types but reveals distinct gender preferences in product-based ventures. The engagement of both current students and recent

graduates across multiple business types underscores the growing trend of involvement in diverse and flexible business opportunities, especially in digital and service-based sectors.

4.2.1 Entrepreneurship Interest, Engagement, and Challenges by Gender and Current Status

This section provides an analysis of respondents' interest in entrepreneurship, their engagement in entrepreneurial activities, and the challenges they face, categorized by gender and current status. It highlights key trends and patterns in these areas, offering insights into the factors that influence entrepreneurial aspirations and experiences.

This figure, 4.4, presents an integrated analysis of interest in entrepreneurship, engagement in entrepreneurial activities, and the key entrepreneurial challenges faced, categorized by gender and current status (college students and recent graduates). The detailed tables used to generate this figure can be found in Appendix A.

The analysis of interest in entrepreneurship reveals varying patterns between gender and current status. In terms of interest levels, the data indicates that a larger percentage of males (24.0%) reported being "Interested" in entrepreneurship compared to females (20.2%). On the other hand, a higher proportion of females (21.5%) than males (15.7%) expressed being "Not interested" in entrepreneurship. A notable proportion of respondents, particularly females, expressed varying levels of interest, with 19.8% showing moderate interest across both genders.

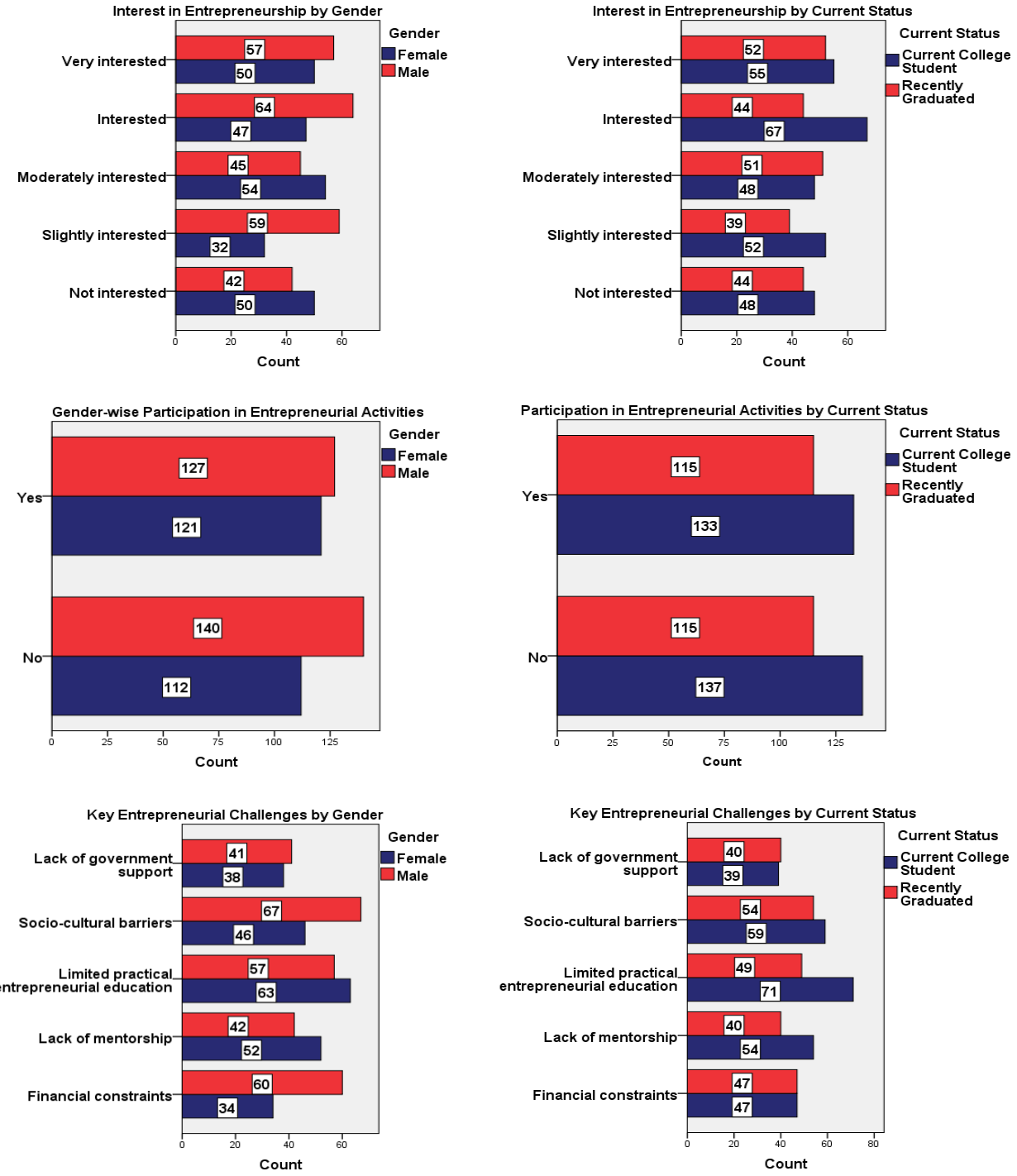
When examining the data by current status, college students exhibited greater interest in entrepreneurship than recent graduates. Among college students, 24.8% indicated being "Interested" in entrepreneurship, whereas only 19.1% of recent graduates responded similarly.

Additionally, a higher percentage of males (25.1%) identified socio-cultural barriers as a key challenge compared to females (19.7%).

Looking at the data by current status, both college students and recent graduates identified limited practical entrepreneurial education as the most significant challenge, with 26.3% of college students and 21.3% of recent graduates reporting this as a major barrier. Socio-cultural barriers were more prominent among college students (21.9%) than recent graduates (23.5%). Overall, the challenges faced by both groups reflect the broader systemic issues faced by aspiring entrepreneurs, with limited resources and education being the most pressing concerns.

Figure 4.4

Interest in Entrepreneurship, Engagement in Entrepreneurial Activities, and Key Entrepreneurial Challenges by Gender and Current Status (Refer to Tables in Appendix A)



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The findings from this analysis provide a comprehensive understanding of the factors influencing entrepreneurship among both genders and across different stages of professional development. While both genders and groups exhibit significant interest in entrepreneurship, gender differences in terms of engagement levels and challenges faced are evident. Limited practical entrepreneurial education and socio-cultural barriers emerge as the most significant

challenges, with males highlighting financial constraints as a more pressing issue. College students, in particular, seem more inclined towards entrepreneurial interest and activities, while recent graduates face greater challenges in realizing their entrepreneurial aspirations

4.2.2 Chi-Square Test Results for Entrepreneurial Interest, Engagement, and Challenges by Gender and Current Status

Table 4.18

Chi-Square Test Results for Entrepreneurial Interest and Engagement by Gender and Current Status

Question	Pearson Chi-Square	Likelihood Ratio	Linear-by-Linear Association	Asymptotic Significance (2-sided)
Interest in Entrepreneurship by Gender	10.322	10.407	0.278	0.035
Interest in Entrepreneurship by Current Status	3.796	3.810	0.016	0.434
Engagement in Entrepreneurial Activities by Gender	0.949	0.949	0.947	0.330
Engagement in Entrepreneurial Activities by Current Status	0.027	0.027	0.027	0.869
Entrepreneurial Challenges by Gender	10.308	10.378	0.227	0.036
Entrepreneurial Challenges by Current Status	3.173	3.180	0.114	0.529

Source: Author's construction for this table.

Table 4.18 presents the results of Chi-Square tests examining the relationship between entrepreneurial interest, engagement, and challenges across gender and current status.

For interest in entrepreneurship by gender, the Chi-Square test yielded a Pearson Chi-Square value of 10.322 with an asymptotic significance of 0.035, indicating a statistically significant relationship between gender and entrepreneurial interest. This suggests that gender influences the level of interest in entrepreneurship, with males and females displaying differing levels of interest.

Regarding interest in entrepreneurship by current status, the Pearson Chi-Square value was 3.796, with an asymptotic significance of 0.434. Since the p-value exceeds 0.05, there is no statistically significant relationship between current status (whether an individual is a college student or a recently graduated) and interest in entrepreneurship. This implies that both groups exhibit similar levels of entrepreneurial interest.

In terms of engagement in entrepreneurial activities by gender, the Pearson Chi-Square value was 0.949, with an asymptotic significance of 0.330. The p-value indicates that gender does not significantly affect engagement in entrepreneurial activities, suggesting that males and females are equally likely to participate in such activities.

For engagement in entrepreneurial activities by current status, the Chi-Square value was 0.027 with a p-value of 0.869, which is well above the 0.05 threshold. This result shows that there is no significant relationship between an individual's current status and their engagement in entrepreneurial activities, indicating that both current students and recently graduated individuals engage in entrepreneurial activities at similar rates.

When considering entrepreneurial challenges by gender, the Chi-Square test produced a Pearson value of 10.308 with an asymptotic significance of 0.036. This suggests a significant relationship between gender and the perception of entrepreneurial challenges. Males and females report different challenges when it comes to entrepreneurship, with gender influencing the type of challenges encountered.

Finally, for entrepreneurial challenges by current status, the Pearson Chi-Square value was 3.173, and the asymptotic significance was 0.529. This p-value indicates that there is no significant difference between the challenges faced by college students and those who have recently graduated, suggesting that both groups perceive similar entrepreneurial challenges.

In summary, gender plays a significant role in entrepreneurial interest and the challenges faced in entrepreneurship, while current status does not appear to have a significant effect on these variables.

4.3. Financial Challenges

Accessing financial resources is a critical component for the growth and sustainability of any business venture. However, entrepreneurs often encounter significant hurdles in securing funding, which can be influenced by various factors such as gender, educational background, and current status (whether they are still in college or have recently graduated). In this section, the focus is on understanding the financial challenges faced by aspiring entrepreneurs, specifically looking into their perceived difficulty in raising capital, the extent of benefits received from government funding schemes, and their confidence in securing future funding. The analysis explores these aspects through a comparative lens, examining the differences based on gender and current status to provide insights into the disparities and obstacles faced by different demographic groups.

4.3.1 Descriptive Statistics for Financial Challenges

Figure 4.5 provides a comprehensive overview of financial challenges faced by respondents, focusing on three main aspects: difficulty in raising capital, benefits from government funding,

and confidence in securing funding. The figure combines the data from Tables 4.18 to 4.23, detailing variations across gender and current status.

From the analysis, 40 respondents reported strong disagreement with difficulties in raising capital, including 17 females and 23 males. Similarly, 16 females and 22 males expressed disagreement, while 47 respondents (27 females, 20 males) remained neutral. A significant number of respondents agreed (92 females, 101 males) or strongly agreed (81 females, 101 males) on facing challenges in raising capital. For current status, 40 participants (26 current students, 14 recent graduates) strongly disagreed with difficulties in raising capital.

Disagreement was noted among 18 current students and 20 recent graduates. Neutrality was observed in 21 current students and 26 recent graduates. Neutrality was observed in 21 current students and 26 recent graduates. Most respondents, however, agreed (101 current students, 92 recent graduates) or strongly agreed (104 current students, 78 recent graduates).

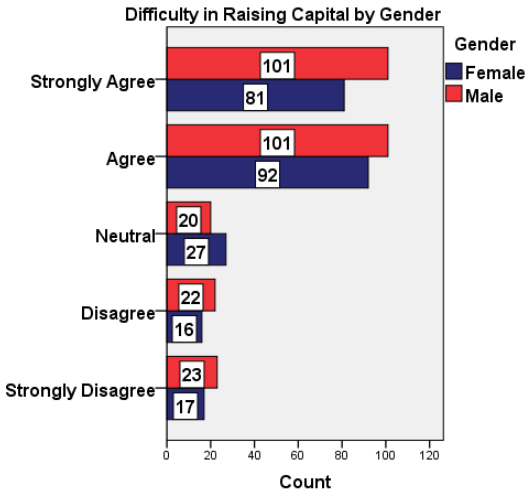
Regarding government funding, 438 respondents did not benefit from such support (200 females, 238 males). Only 62 participants reported receiving benefits (33 females, 29 males). For current status, 232 current students and 206 recent graduates did not receive funding, while 38 current students and 24 recent graduates did.

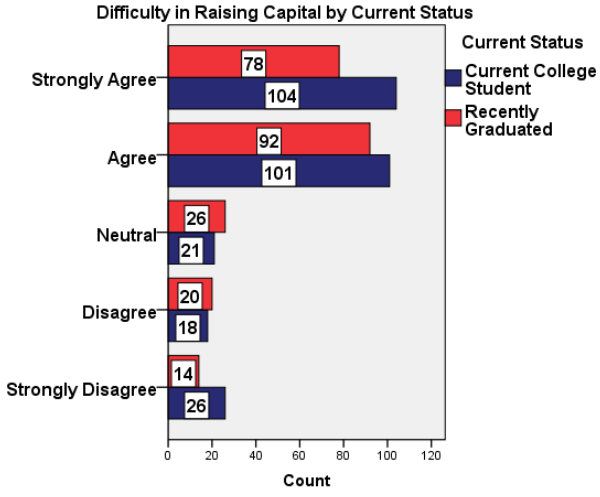
Confidence in securing funding was low, with 270 respondents (127 females, 143 males) indicating a lack of confidence. Slight confidence was shown by 159 participants (75 females, 84 males), and moderate confidence by 55 participants (22 females, 33 males). Only 13 respondents (7 females, 6 males) expressed confidence, while a mere 3 were very confident (2 females, 1 male). Similarly, among current statuses, 140 current students and 130 recent graduates lacked confidence. Slight confidence was noted in 99 current students and 60 recent graduates. Moderate confidence was reported by 24 current students and 31 recent graduates, with only 13 confident (6 current students, 7 recent graduates) and 3 very confident (1 current student, 2 recent graduates).

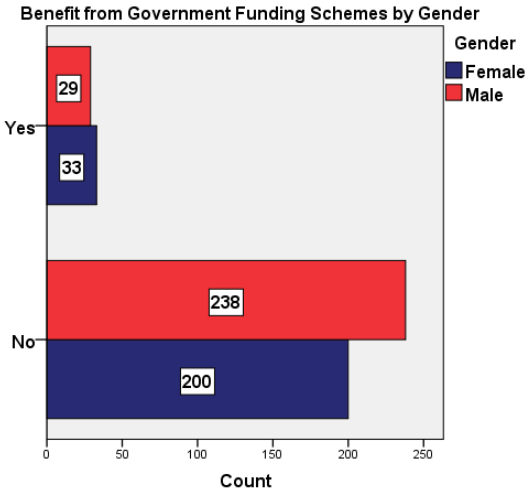
The detailed percentages for these findings are provided in Tables 4.18 to 4.23 (Appendix A).

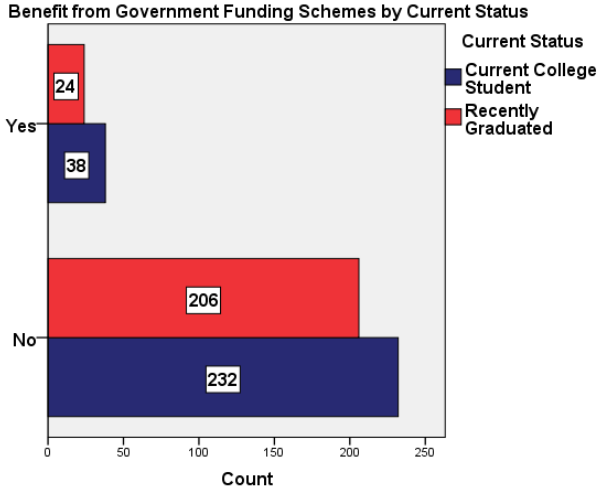
Figure 4.5

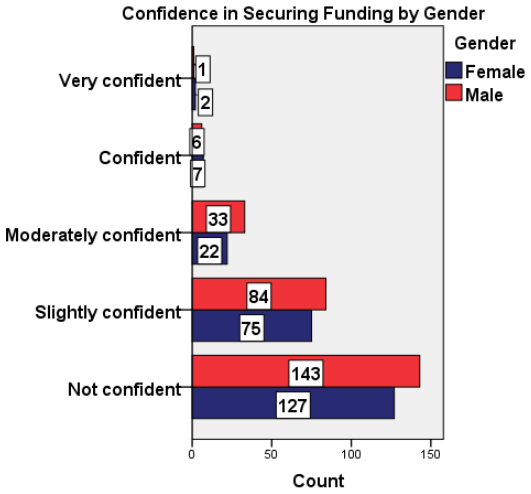
Overview of Financial Challenges by Gender and Current Status (Tables in Appendix)

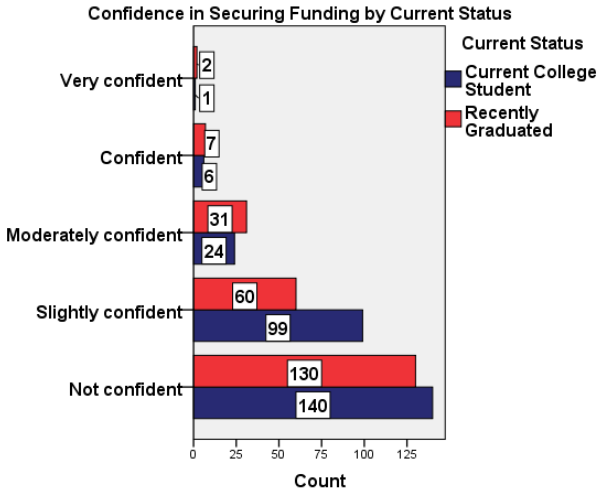












Source: Author's construction for this figure

4.3.2 Interpretation of Financial Challenges in Starting a Business

Table 4.24, provided in Appendix A, presents a breakdown of the major financial challenges faced by student entrepreneurs, categorized by gender and current status (Current College Student and Recently Graduated). The most reported challenge is the lack of investor confidence in student entrepreneurs, with 37 total responses, followed closely by the lack of financial history/credit score and the lack of initial funding. This indicates a significant hurdle in gaining financial support for students looking to start businesses. Gender-wise, male and female entrepreneurs face these issues similarly, though there are slight variations in some categories. For example, the lack of financial history/credit score affects 16 males and 15 females, while the lack of initial funding is a key challenge for both genders, particularly among college students. Interestingly, challenges such as high interest rates and difficulty securing loans also emerged frequently, illustrating that external financial barriers are felt across both groups. The data suggests that while the challenges are relatively consistent, the combination of these financial struggles may vary, particularly between current students and those who have recently graduated. This highlights the nuanced differences in financial preparedness and access to resources at different stages of entrepreneurship.

4.3.3 Impact of Gender and Current Status on Financial Challenges and Funding

Table 4.25

Chi-Square Test Results for Financial Challenges and Funding by Gender and Current Status

Question	Pearson Chi-Square	Likelihood Ratio	Linear-by-Linear Association	Asymptotic Significance (2-sided)
Difficulty in Raising Capital by Gender	**3.210**	**3.209**	**0.002**	**0.523**
Difficulty in Raising Capital by Current Status	**5.204**	**5.238**	**0.021**	**0.267**
Benefited from Government Funding by Gender	**1.249**	**1.245**	**1.246**	**0.264**
Benefited from Government Funding by Current Status	**1.514**	**1.530**	**1.511**	**0.218**
Confidence in Securing Funding by Gender	**1.764**	**1.776**	**0.015**	**0.779**

Confidence in Securing Funding by Current Status	**8.089**	**8.142**	**0.171**	**0.088**

Source: Author's construction for this table

The results in Table 4.24 show that there is no significant difference between gender and current status regarding financial challenges and funding. For difficulty in raising capital, both gender and current status have p-values greater than 0.05 (0.523 and 0.267, respectively), indicating that neither factor significantly influences the challenges individuals face in securing capital. These results suggest that the difficulty of raising funds is similar across genders and between college students and recently graduated individuals.

Regarding benefits from government funding, the p-values for both gender (0.264) and current status (0.218) are also above the 0.05 threshold, indicating no significant relationship between these factors and the likelihood of receiving government funding. This suggests that gender and current status do not significantly affect whether an individual has benefited from government funding, with both groups showing comparable access to such resources.

Finally, in terms of confidence in securing funding, the p-value for gender is 0.779, and for current status, it is 0.088. Both values are above 0.05, indicating that gender and current status do not significantly affect confidence levels in securing funding. Although the result for current status is close to being significant, it does not meet the threshold, meaning that overall, both factors have little impact on respondents' perceptions of their ability to secure financial support.

4.4 Mentorship and Support

This section examines the pivotal role of mentorship in the entrepreneurial journeys of individuals, focusing on gender differences. It investigates the availability, accessibility, quality, and impact of mentorship programs, as well as how these factors influence entrepreneurial outcomes. The analysis, presented through a series of tables, offers a comprehensive overview of male and female participants' experiences and perceptions regarding mentorship, including the level of support they receive, the quality of guidance, and how the absence of mentorship might impede their entrepreneurial progress. The findings provide valuable insights into the support systems available to entrepreneurs and underscore potential barriers that may hinder both genders.

4.4.1 Descriptive Statistics for Mentorship and Support

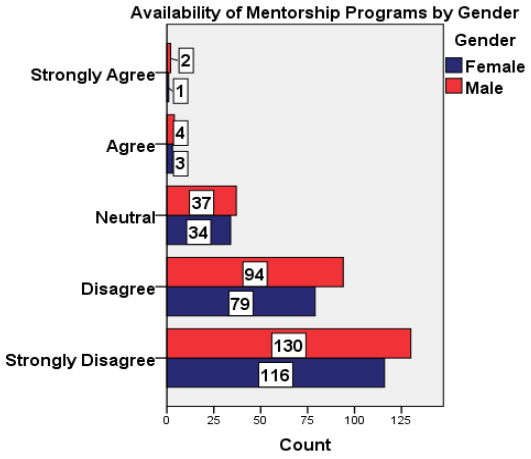
Figure 4.6, which groups data from Tables 4.26 through 4.30 (refer to Appendix A), reveals trends regarding mentorship and its impact on entrepreneurial ventures for male and female participants. In Table 4.26, 116 females (47.2%) and 130 males (52.8%) strongly disagreed that mentorship programs were available at their institutions, indicating a widespread lack of structured mentorship programs. This lack of availability is further highlighted in Table 4.27, where 73 females (46.8%) and 83 males (53.2%) strongly disagreed with having easy access to mentorship for their entrepreneurial ventures. Additionally, Table 4.28 shows that 139 females (59.7%) and 171 males (64.0%) had not received any mentorship related to their

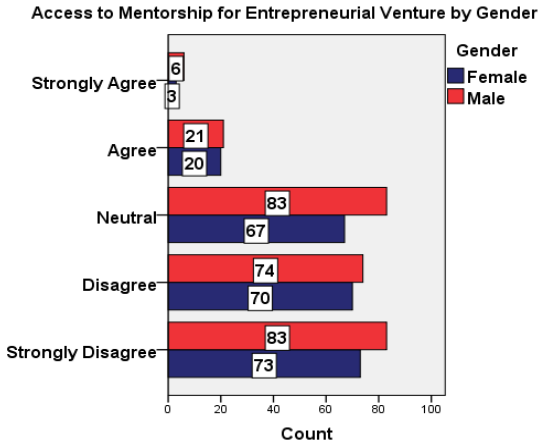
entrepreneurial pursuits, with only 94 females (40.3%) and 96 males (36.0%) reporting having received mentorship.

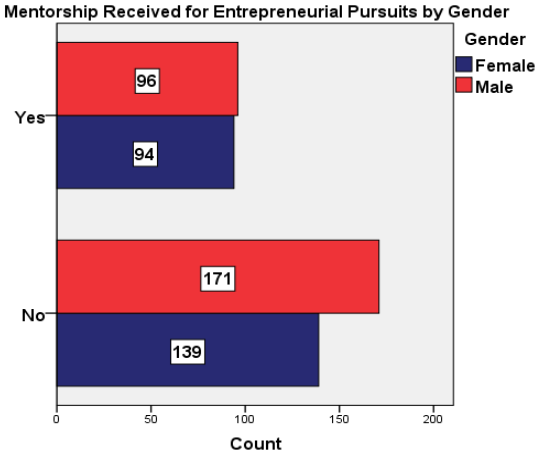
For those who had received mentorship, Table 4.29 demonstrates that 49 females (43.0%) and 65 males (57.0%) rated the quality of mentorship as "very poor," while 69 females (57.0%) and 52 males (43.0%) rated it as "poor." These results suggest that the overall quality of mentorship was perceived negatively by a substantial portion of respondents. Finally, Table 4.30 shows that 108 females (46.4%) and 126 males (47.2%) felt that the lack of mentorship had significantly slowed down their entrepreneurial journeys. This trend is also seen in the combined total, where 234 participants (46.8%) reported that the absence of mentorship had strongly impacted their entrepreneurial progress. These findings indicate substantial gaps in the availability, access, and quality of mentorship, which appear to hinder entrepreneurial development for both male and female participant

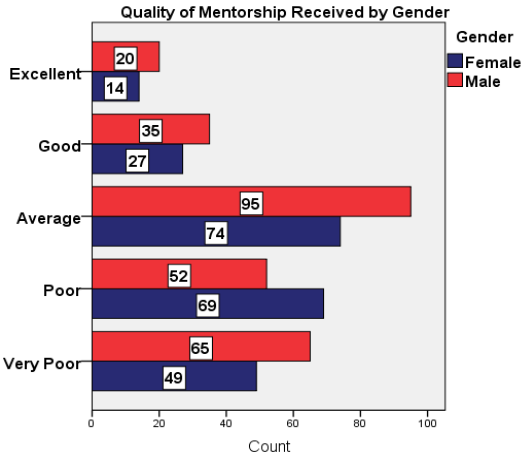
Figure 4.6

Mentorship Availability, Access, Receipt, Quality, and Impact on Entrepreneurial Journey by Gender (n = 501)









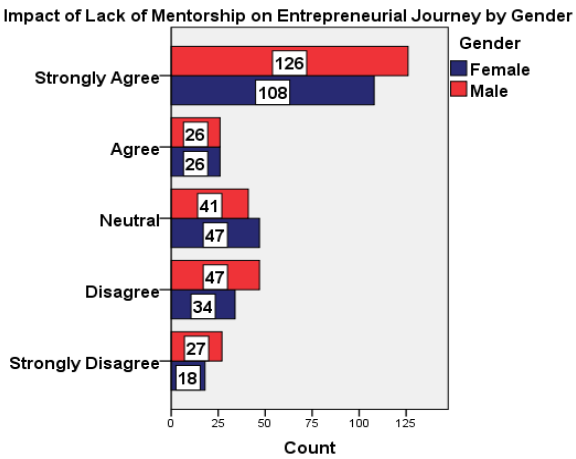


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Figure 4.7

Mentorship Availability, Access, Involvement, Quality, and Impact by Current Status (n = 501)

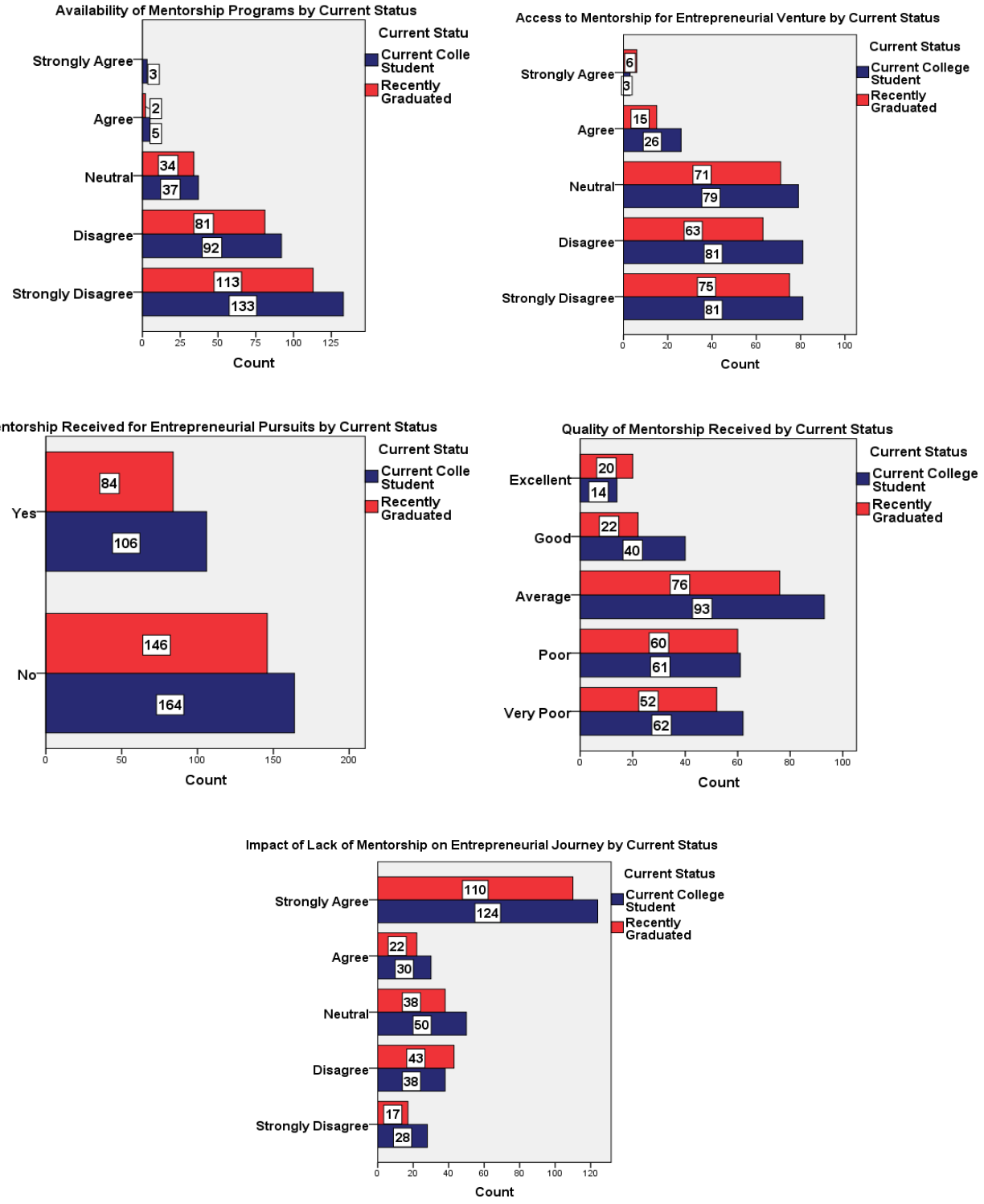

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Figure 4.7 (n = 501), based on data from Tables 4.31 through 4.35 in Appendix A, highlights several key aspects of mentorship for entrepreneurial ventures among Current College Students and Recently Graduated individuals. Regarding the availability of mentorship programs, both groups expressed dissatisfaction, with 49.2% (246) of respondents reporting that mentorship programs were not available. In terms of access to mentorship for entrepreneurial ventures, 31.2% (156) of Current College Students and 28.8% (144) of Recently Graduated individuals felt they had no easy access to mentorship. The receipt of mentorship showed a similar trend, with 60.7% (164) of Current College Students and 63.5% (146) of Recently Graduated individuals indicating they had not received any mentorship, totaling 62.0% (310) of respondents. Among those who did receive mentorship, the quality was often rated poorly, with 23.0% (62) of Current College Students and 22.6% (52) of Recently Graduated individuals rating it as very poor. Finally, the lack of mentorship had a significant impact on the entrepreneurial journey, with 45.9% (124) of Current College Students and 47.8% (110) of Recently Graduated individuals strongly agreeing that it had slowed down their progress. Overall, the findings underscore the need for more accessible, higher-quality mentorship programs to support the entrepreneurial aspirations of both groups.

4.4.2 Types of Mentor Support for Student Entrepreneurs by Gender and Current Status (Refer Table in Appendix A)

The results from Table 4.36 reveal key insights into the types of mentor support most beneficial for student entrepreneurs, with notable differences based on gender and current status. Across the board, workshops and training, emotional and psychological support, and networking and opportunities emerge as the most preferred forms of mentorship. Male respondents predominantly favor workshops and emotional support, indicating a focus on skill development and mental well-being. In contrast, female entrepreneurs place a greater emphasis on networking opportunities, followed by emotional support and training, suggesting a stronger desire to connect with others and gain community support. For current college students, the preference leans towards workshops and emotional support, highlighting a need for structured learning and personal growth as they navigate their entrepreneurial journeys. Recently graduated individuals, however, show a stronger inclination toward business knowledge and skills alongside workshops and training, reflecting their focus on acquiring the practical tools necessary to advance in the entrepreneurial world. The data also shows that many respondents value combinations of mentorship types, further emphasizing the multifaceted nature of the support they seek. Overall, these findings underscore the diverse and evolving mentorship needs of student entrepreneurs, with variations influenced by gender and career stage.

4.4.3 Chi-Square Test Results on Mentorship Availability, Access, Involvement, Quality, and Impact by Gender and Current Status

Table 4.37

Chi-Square Test Results on Mentorship Availability, Access, Involvement, Quality, and Impact by Gender and Current Status (n = 501)

Question	Pearson Chi-Square	Likelihood Ratio	Linear-by-Linear Association	Asymptotic Significance (2-sided)
Availability of Mentorship Programs by Gender	0.390	0.396	0.058	0.983
Availability of Mentorship Programs by Current Status	3.561	4.738	0.318	0.469
Access to Mentorship for Entrepreneurial Ventures by Gender	1.177	1.193	0.189	0.882
Access to Mentorship for Entrepreneurial Ventures by Current Status	3.682	3.717	0.087	0.451
Receiving Mentorship for Entrepreneurial Pursuits by Gender	1.017	1.016	1.015	0.313
Receiving Mentorship for Entrepreneurial Pursuits by Current Status	0.395	0.395	0.394	0.530
Rating the Quality of Mentorship Received by Gender	7.055	7.051	0.584	0.133
Rating the Quality of Mentorship Received by Current Status	5.717	5.762	0.009	0.221
Impact of Lack of Mentorship on Entrepreneurial Progress by Gender	3.384	3.389	0.350	0.496
Impact of Lack of Mentorship on Entrepreneurial Progress by Current Status	3.525	3.537	0.079	0.474

Figure 4.7 provides insights into the relationship between mentorship programs and respondents' gender and current status (whether they are current students or recent graduates). The analysis explores various dimensions of mentorship, including availability, access, involvement, quality, and the perceived impact on entrepreneurial progress. The Pearson Chi-Square values, and corresponding asymptotic significance levels indicate the likelihood of significant associations between these variables. Across most categories, the significance levels are well above the 0.05 threshold, suggesting that differences observed in responses are not statistically significant.

For example, the availability of mentorship programs does not differ significantly by gender ($p=0.983$) or current status ($p=0.469$). Similarly, when examining access to mentorship for entrepreneurial ventures, both gender ($p=0.882$) and current status ($p=0.451$) show no significant variation. These findings suggest that respondents, regardless of gender or whether they are students or recent graduates, have similar perceptions about the accessibility and availability of mentorship. Furthermore, the quality of mentorship and its impact on entrepreneurial progress also reveal no statistically significant differences across gender and current status, as indicated by $p=0.133$ respectively for mentorship quality, and $p=0.496$ respectively for the impact of mentorship on entrepreneurial progress.

Overall, these results indicate that mentorship opportunities and their perceived impact are not significantly influenced by gender or current status. This lack of significant association may imply a consistent level of access to and satisfaction with mentorship programs across different demographic groups within the sample.

4.5 Educational Influence

This section examines the influence of education on student entrepreneurs, considering both gender and current status (college student vs. recently graduated). It looks at the availability and effectiveness of entrepreneurship education, the perceived theoretical nature of the courses, and the presence of practical experiences and resources such as incubation centers. The data shows varying perceptions between genders and current status groups, with both college students and recent graduates expressing concerns about the practical application of their education. Gender-based differences are also noted, particularly in how students view the effectiveness and real-world relevance of their entrepreneurial training.

4.5.1 Descriptive Statistics for Educational Influence

Figure 4.8 presents an overview of the crosstabulated data on education, training, and entrepreneurial support based on gender, as detailed in Appendix A. The results reveal significant differences between male and female students in various areas. For instance, 181 females (46.8%) and 206 males (53.2%) reported not receiving education or training related to entrepreneurship, while 52 females (46.0%) and 61 males (54.0%) received such education. Regarding the effectiveness of current education, a majority of both genders felt that it was not effective in preparing them for entrepreneurship, with 133 females (46.5%) and 153 males (53.5%) expressing this view.

When asked if entrepreneurship education was too theoretical, 135 females (45.9%) and 159 males (54.1%) agreed, with a significant portion of respondents strongly agreeing: 60 females

(49.2%) and 62 males (50.8%). Both male and female students largely reported a lack of practical entrepreneurial experiences at their institutions, with 81 females (46.3%) and 94 males (53.7%) strongly disagreeing that such opportunities were available. In terms of the institution's ability to equip students with real-world entrepreneurial skills, 134 females (47.3%) and 149 males (52.7%) strongly disagreed, although a higher percentage of males (66.7%) agreed compared to females (33.3%).

Finally, when asked about the availability of incubation centers or entrepreneurship cells, 176 females (47.6%) and 194 males (52.4%) reported no access to these resources, while 57 females (43.8%) and 73 males (56.2%) reported access. Overall, the data suggests that both male and female students perceive significant gaps in practical entrepreneurial support and education at their institutions.

Figure 4.9 illustrates the influence of educational experiences on entrepreneurial preparedness, divided by current status (current college students and recently graduated individuals). Among the 270 college students, 63 (55.8%) reported receiving entrepreneurship-related education, while 50 (44.2%) of the 230 recent graduates had access to such training. However, a significant proportion in both groups considered their education ineffective in preparing them for entrepreneurship. Specifically, 158 (55.2%) of college students and 128 (44.8%) of recent graduates deemed it "not effective." Additionally, both groups largely disagreed with the notion that their education was too theoretical, with 162 (55.1%) of college students and 132 (44.9%) of recent graduates finding it practical. Despite this, both groups expressed a lack of practical entrepreneurial experiences, with 94 (53.7%) of current students and 81 (46.3%) of recent graduates strongly disagreeing or disagreeing with the availability of such opportunities. Regarding the ability to handle real-world entrepreneurial challenges, the majority in both groups, 156 (55.1%) of current college students and 127 (44.9%) of recent graduates, felt unprepared. Similarly, the availability of incubation centers or entrepreneurship cells was limited, as 205 (55.4%) of college students and 165 (44.6%) of recent graduates reported no access to these resources. Overall, the findings suggest that both current students and recent graduates feel that while education on entrepreneurship exists, it is often not practical or sufficient to adequately prepare them for real-world entrepreneurial challenges.

Figure 4.8

Education, Training, and Entrepreneurial Support by Gender (N = 501)

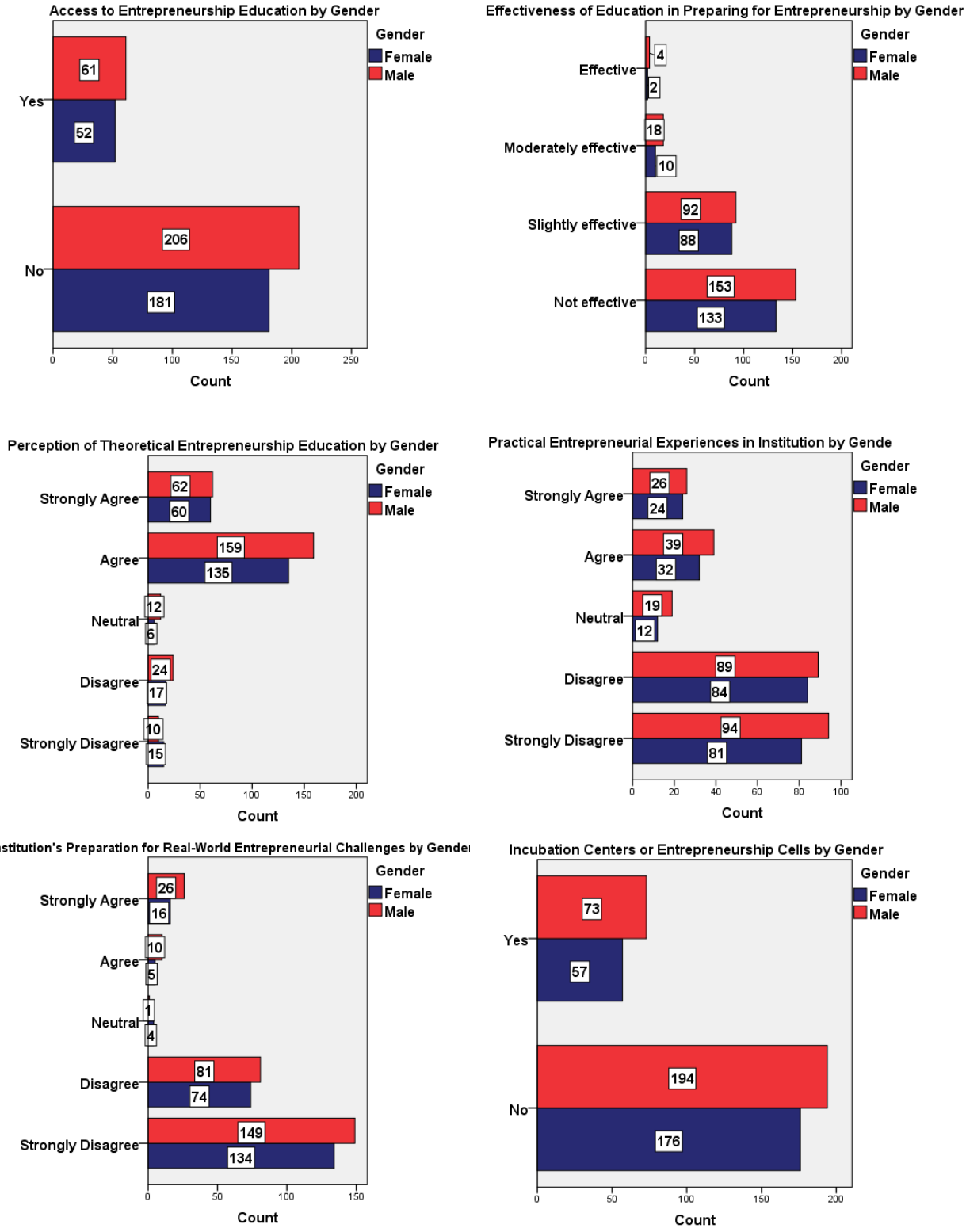

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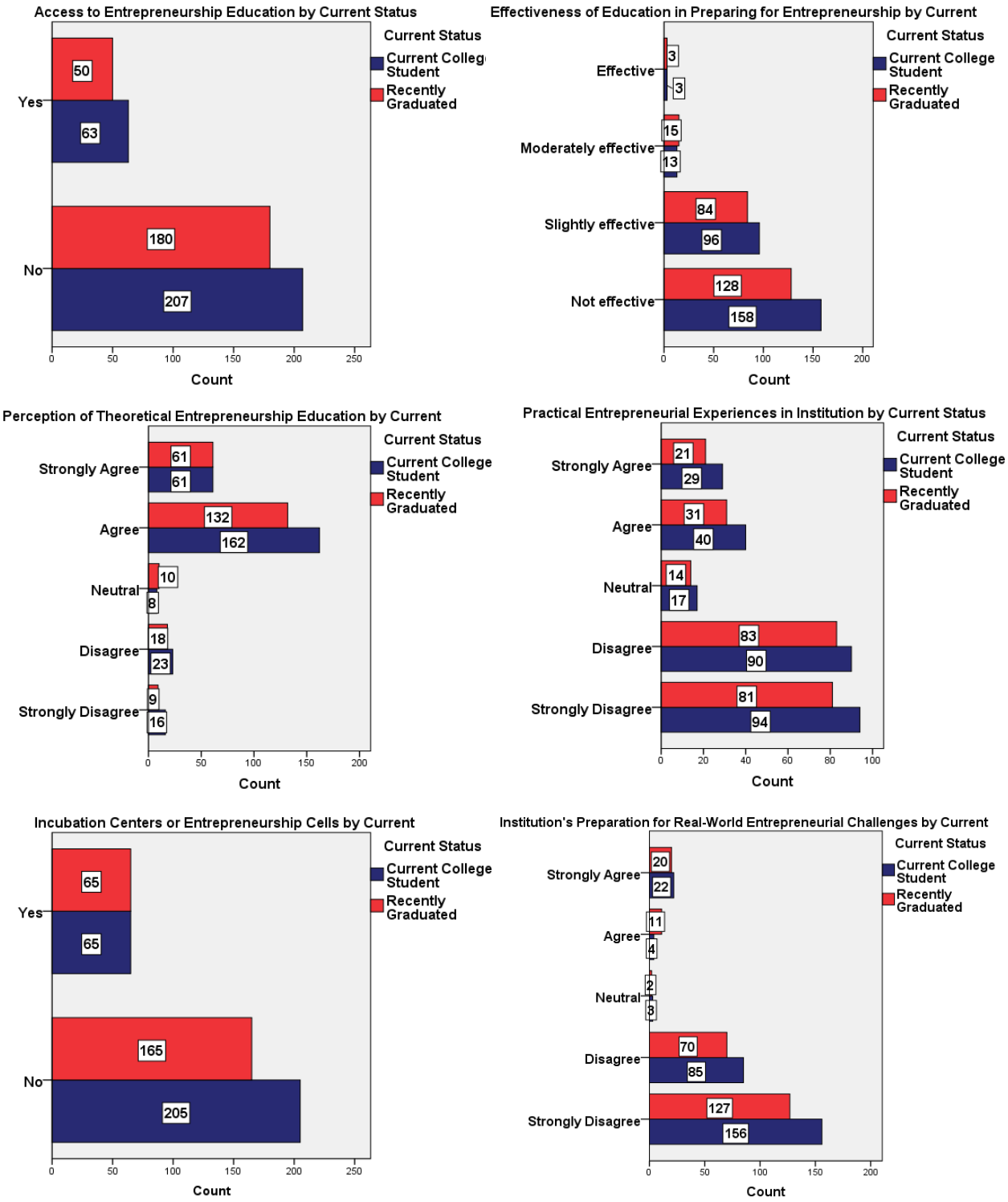
Figure 4.9

Educational Influence by Current Status (N = 501



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4.5.2 Preferred Curriculum Topics for Enhancing Entrepreneurial Preparation

Table 4.44

Responses on Subjects or Topics to Be Included in Curriculum for Entrepreneurship Preparation (N=501)

Subjects/Topics	Total Count	Male Count	Female Count	Current College Student Count	Recently Graduated Count
Financial-Related	224	130	94	140	84
Sales and Marketing	181	100	81	120	61
Innovation and Development	146	90	56	95	51
Leadership-Related	131	75	56	80	51
Business Planning and Management	122	70	52	75	47
Research and Market-Related	70	40	30	50	20
Negotiation and Presentation	59	35	24	40	19
Resilience and Adaptability	12	8	4	8	4
Sustainability-Related	4	2	2	3	1
Networking	3	2	1	1	2

Table 4.44 provides insights into the preferred curriculum topics that respondents believe should be included to enhance entrepreneurial preparation. The responses are broken down by gender and current status (college student vs. recently graduated).

The most frequently mentioned topics across the entire sample include *Financial-Related* subjects (224 responses), with a higher preference among males (130) compared to females (94). *Sales and Marketing* follows closely, with 181 total responses, again showing a slight preference for males (100) over females (81). Both male and female students also strongly favor *Innovation and Development* (146 total responses), though male students express a higher interest (90) compared to female students (56).

In contrast, topics like *Resilience and Adaptability* (12 responses) and *Sustainability-Related* (4 responses) were less frequently chosen, indicating that these subjects are viewed as less

critical for entrepreneurial preparation compared to more business-focused topics such as *Leadership-Related* (131 responses) and *Business Planning and Management* (122 responses).

When considering current students versus recent graduates, *Financial-Related* subjects remain the top choice for both groups, though current students (140 responses) show slightly more interest than recent graduates (84 responses). Similarly, *Sales and Marketing* is favored by current students (120) compared to recent graduates (61).

Overall, the data suggests a general preference for practical, business-oriented topics like finance, sales, and innovation, with a lower emphasis on subjects like resilience, sustainability, and networking. This trend may reflect the students' desire for hands-on, actionable knowledge that can directly assist them in launching and managing entrepreneurial ventures.

4.5.3 Analysis of Education/Training, Effectiveness, and Resource Access by Gender and Current Status

Table 4.51

Chi-Square Tests of Education/Training, Effectiveness, and Resources by Gender and Current Status (n = 501)

Question	Variable	Pearson Chi-Square	df	Asymptotic Significance (2-sided)
Do you receive education or training related to entrepreneurship at your college/university?	Gender	0.020	1	0.888
	Current Status	0.180	1	0.671
How effective do you think your current education is in preparing you for entrepreneurship? (1 = Not effective, 5 = Very effective)	Gender	2.138	3	0.544
	Current Status	0.895	3	0.827
Do you feel that entrepreneurship education at your institution is too theoretical? (1 = Strongly Disagree, 5 = Strongly Agree)	Gender	3.893	4	0.421
	Current Status	2.670	4	0.614

Does your institution provide practical entrepreneurial experiences (e.g., internships, live projects)? (1 = Strongly Disagree, 5 = Strongly Agree)	Gender	1.154	4	0.886
	Current Status	0.765	4	0.943
Do you feel that your institution equips you with the skills to handle real-world entrepreneurial challenges? (1 = Strongly Disagree, 5 = Strongly Agree)	Gender	4.668	4	0.323
	Current Status	4.816	4	0.307
Are there incubation centers or entrepreneurship cells available at your institution?	Gender	0.535	1	0.464
	Current Status	1.132	1	0.287

Table 4.51 analyzes the relationship between gender and current status (college student or recent graduate) and various aspects of entrepreneurship education, its effectiveness, and resource access. The chi-square tests show no significant differences between male and female students or between current students and recent graduates across all areas examined. Specifically, there are no notable variations in whether students receive entrepreneurship education, how effective they perceive their education to be in preparing them for entrepreneurship, or whether they feel that their education is too theoretical. Similarly, perceptions regarding practical entrepreneurial experiences, the skills gained to handle real-world challenges, and the availability of incubation centers or entrepreneurship cells are consistent across gender and current status groups. These findings suggest that both male and female students, as well as current students and recent graduates, have similar experiences and perceptions regarding their educational opportunities and resources related to entrepreneurship.

4.6 Cultural and Societal Factors

This section explores the influence of cultural and societal factors on entrepreneurship, examining how gender and current status affect perceptions of entrepreneurship, societal support, gender-based challenges, regional disparities, and cultural pressures. The analysis highlights varying perspectives among current college students and recently graduated individuals, with a focus on gender differences. Key findings reveal that both male and female students perceive entrepreneurship as a risky profession, although societal and family support varies. Gender biases, regional disparities, and cultural norms present notable barriers to

entrepreneurial pursuits, particularly for women. Tables presenting detailed crosstabulations of these factors by gender and current status can be found in Appendix A.

4.6.1 Descriptive Statistics for Cultural and Societal Factors

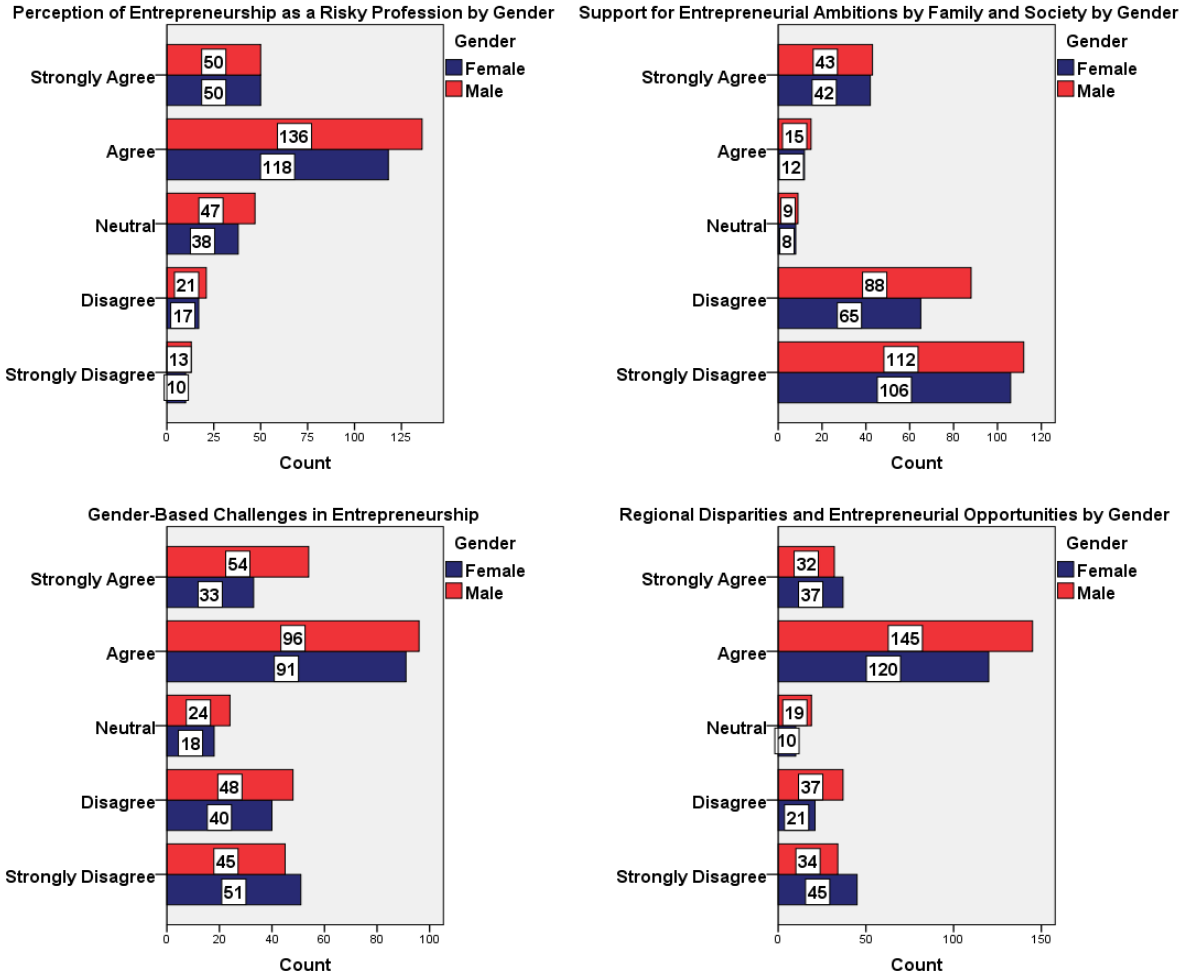
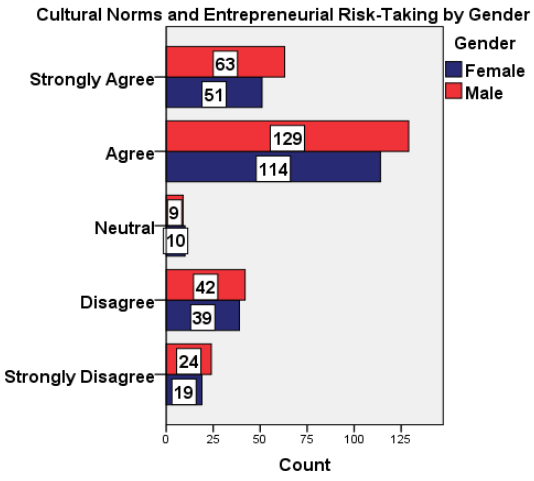


Figure 4.10

Gender-Based Perceptions and Challenges in Entrepreneurship



(N = 501)

Source: Author's construction for this figure

Figure 4.10 presents an analysis of gender-based perceptions and challenges related to entrepreneurship, with data derived from the tables in Appendix A. The results reveal that while both female and male respondents recognize entrepreneurship as a risky profession, a higher proportion of females (118) agree with this view compared to males (136) (Table 4.52). In terms of family and societal support for entrepreneurial ambitions, 43.5% of all respondents reported a lack of support, with a slightly higher percentage of females (45.5%) and males (41.9%) strongly disagreeing or disagreeing (Table 4.53). When it comes to gender-based challenges, both genders face obstacles, but a higher proportion of females (41.5%) agree or strongly agree with facing gender bias compared to males (37.8%) (Table 4.54). Regional disparities also impact entrepreneurial opportunities, with 52.9% of respondents, including 51.5% of females and 54.1% of males, agreeing or strongly agreeing that such disparities limit their opportunities (Table 4.55). Lastly, cultural pressures against entrepreneurial risk-taking affect both genders, with 71.2% of females and 70.9% of males feeling societal pressure (Table 4.56). This data highlights the widespread challenges that both female and male entrepreneurs face, with some gender differences in the intensity of these challenges.

Figure 4.11 presents an analysis of the perception of entrepreneurship and the challenges faced by individuals based on their current status, with data from the tables in Appendix A.

Regarding the perception of entrepreneurship as a risky profession, a higher proportion of current college students (134) agree or strongly agree compared to recently graduated individuals (120) (Table 4.58). When it comes to family and societal support for entrepreneurial ambitions, both groups exhibit similar levels of disagreement, with current college students (44.4%) and recently graduated individuals (41.5%) expressing lack of support, particularly in the "strongly disagree" and "disagree" categories (Table 4.59).

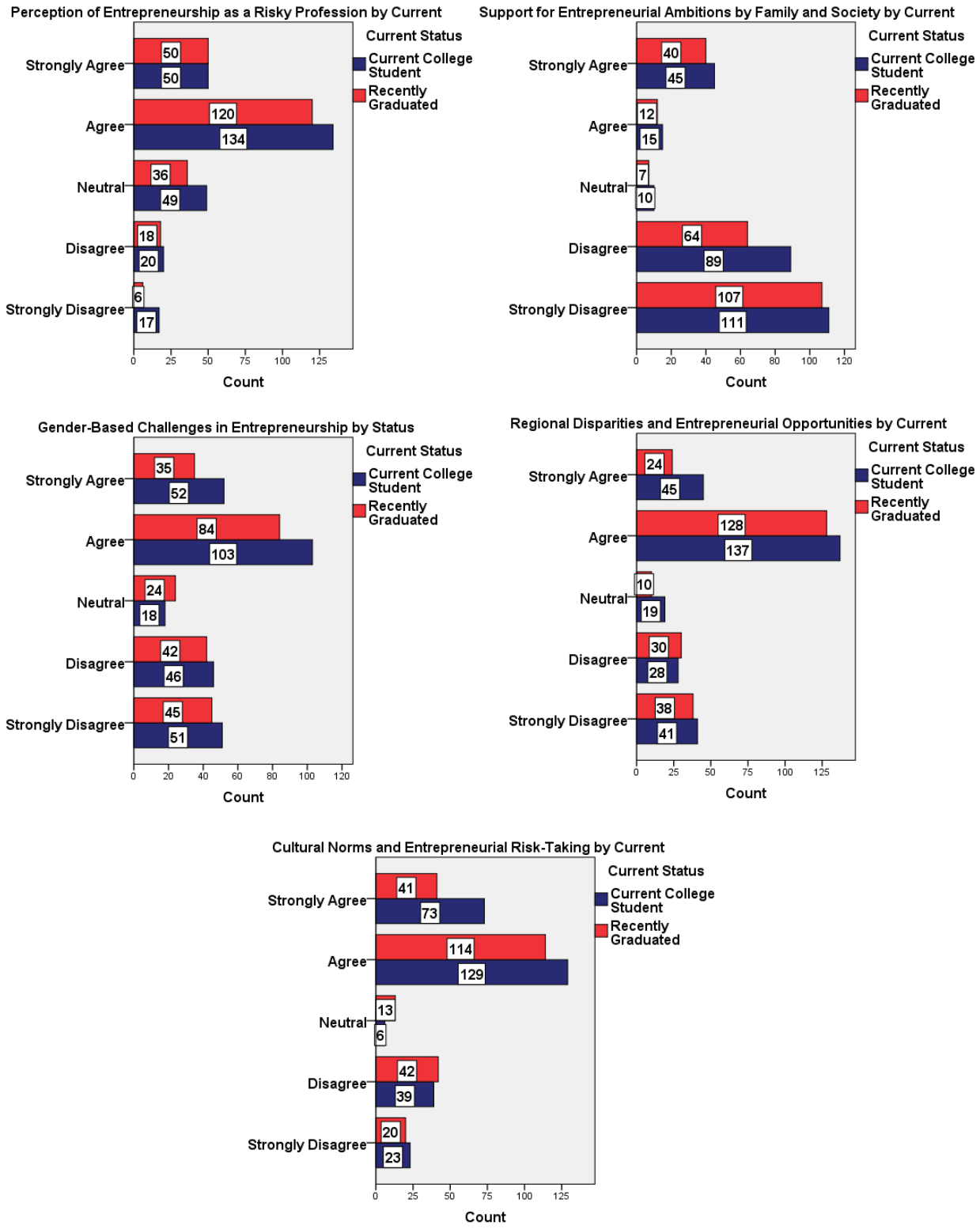
In terms of gender-based challenges, both groups face significant obstacles, with 57.8% of current college students and 50.2% of recently graduated individuals agreeing or strongly agreeing that they face gender-based challenges in pursuing entrepreneurship (Table 4.60).

Regional disparities limit entrepreneurial opportunities for both groups, with current college students (67.5%) and recently graduated individuals (67.2%) agreeing or strongly agreeing (Table 4.61). Finally, both groups feel societal pressure against entrepreneurial risk-taking, with 71.9% of current college students and 66.7% of recently graduated individuals agreeing or strongly agreeing (Table 4.62).

These findings highlight that both current college students and recently graduated individuals face significant challenges in their entrepreneurial endeavors, with some variations in the intensity of these challenges based on their current status.

Figure 4.11

Perception of Entrepreneurship and Societal Challenges by Current Status (N = 501)



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Section 4.6.2 Cultural Factors Influencing Entrepreneurship Among Students

The table 4.63 in Appendix A provides an analysis of cultural factors inhibiting entrepreneurship among students, broken down by gender and current status. Key factors include family expectations, societal norms, gender biases, and risk aversion, as well as combinations of these factors. Family expectations were identified by respondents, with a

relatively even gender distribution. Societal norms and gender biases were also significant, with slightly more females than males perceiving societal norms as a barrier. Risk aversion was similarly identified by both genders, though slightly more females recognized it as an obstacle. The table also highlights the intersection of multiple factors, such as "Risk Aversion and Family Expectations" or "Gender Biases and Societal Norms," indicating that students often experience overlapping challenges that compound their entrepreneurial barriers. Overall, the data suggests that cultural factors such as societal expectations and gender-related biases are significant inhibitors to entrepreneurship, with slightly different patterns of impact between male and female students.

4.6.3: Analysis of Cultural and Societal Factors by Gender and Current Status

Table 4.64

Chi-Square Tests of Cultural and Societal Factors Perceptions and Challenges by Gender and Current Status (n = 501)

Test Statement	Pearson Chi-Square	Likelihood Ratio	Linear-by-Linear Association	df	Asymptotic Significance (2-sided)
Do perceptions of entrepreneurship as risky differ by gender?	0.732	0.732	0.579	4	0.947
Do perceptions of entrepreneurship as risky differ by current status?	4.958	5.152	3.087	4	0.292
Do family and society support entrepreneurial ambitions, differing by gender?	1.723	1.727	0.010	4	0.787
Do family and society support entrepreneurial ambitions, differing by current status?	2.129	2.134	0.120	4	0.712
Have gender biases affected entrepreneurship,	4.873	4.903	2.088	4	0.301

differing by gender?					
Have gender biases affected entrepreneurship, differing by current status?	3.489	3.491	0.941	4	0.480
Have regional disparities limited entrepreneurial opportunities, differing by gender?	9.190	9.259	0.081	4	0.057
Have regional disparities limited entrepreneurial opportunities, differing by current status?	6.515	6.619	1.220	4	0.164
Do cultural norms pressure against entrepreneurial risks, differing by gender?	0.625	0.625	0.037	4	0.960
Do cultural norms pressure against entrepreneurial risks, differing by current status?	9.670	9.789	3.497	4	0.046

Table 4.64 analyzes the differences in entrepreneurial perceptions and challenges based on gender and current status (whether the individual is a current college student or a recent graduate). The results indicate that, overall, perceptions of entrepreneurship as risky, support from family and society, and the impact of gender biases do not significantly differ between males and females, or between current students and recent graduates. However, there is a slight, but not conclusive, difference in how regional disparities affect entrepreneurship, with a marginally significant p-value of 0.057 for gender, suggesting that males and females might perceive regional disparities differently. The most significant finding is in the cultural pressures

against entrepreneurial risks, where current students feel more pressure compared to recent graduates, with a p-value of 0.046 indicating a statistically significant difference. This analysis highlights that while most factors related to entrepreneurship are perceived similarly by gender and current status, cultural pressures against risk-taking may vary with current status.

4.7 Government Support and Policies

This section explores the role of government policies and support systems in fostering entrepreneurship. It examines how various policies, programs, and initiatives, along with governmental assistance, influence entrepreneurial activities, highlighting differences in perceptions and access based on gender and current status. The data for these insights are provided in the tables in Appendix A.

4.7.1 Descriptive Statistics for Government Support and Policies

Figure 4.12 visualizes the gender-based analysis of several key aspects related to government support for student entrepreneurs. It consolidates data from five different tables, focusing on awareness of government schemes, application for funding, ease of the application process, perceived barriers, and the sufficiency of government support. The detailed breakdown of responses for each aspect is presented in Appendix A.

The results indicate that both male and female respondents display similar levels of awareness about government support schemes, as shown by nearly equal percentages across the response categories. In terms of application for funding, gender differences are minimal, suggesting a balanced interest between males and females in seeking entrepreneurial support.

Regarding the ease of the application process, there is no significant disparity between genders, although slightly more females reported difficulties in navigating the application procedure. When it comes to identifying barriers, both genders highlighted high eligibility requirements and a complex process as the primary challenges, with females emphasizing eligibility concerns slightly more, while males pointed to procedural delays.

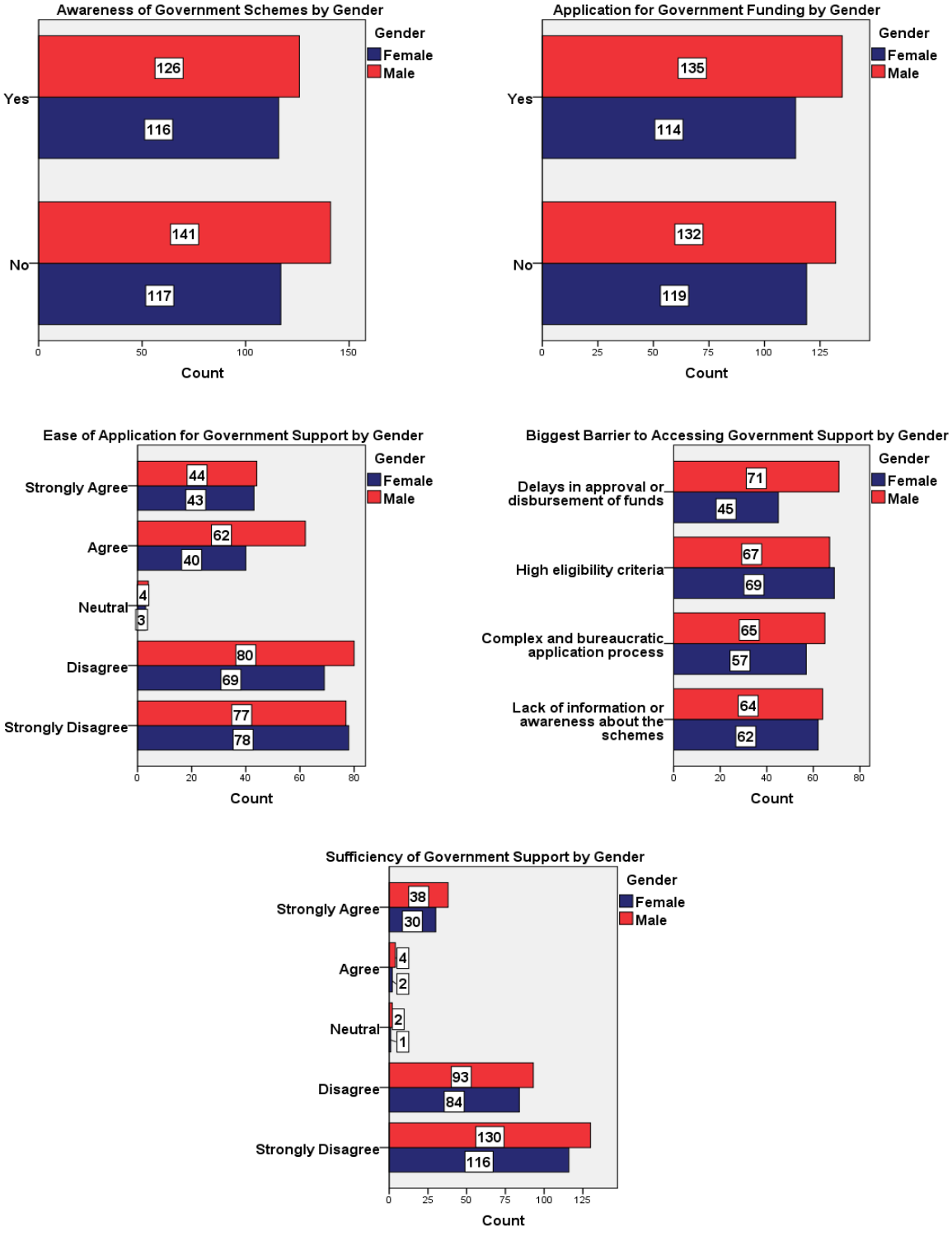
Finally, perceptions of the sufficiency of government support were generally low across genders, with a majority expressing disagreement or neutrality, indicating widespread dissatisfaction or uncertainty about the adequacy of existing policies for student entrepreneurs.

This combined analysis underscores the need for targeted interventions to enhance awareness, streamline application processes, and address the perceived shortcomings of government support programs, catering effectively to the needs of both male and female student entrepreneurs.

Figure 4.13 presents the counts and percentages of responses from current college students and recently graduated individuals regarding their experiences with government support for student entrepreneurs. The data, detailed in Tables 4.71 to 4.75 (Appendix A), showcases key differences and similarities between the two groups.

Figure 4.12

Analysis of Gender Differences in Awareness, Application, and Perception of Government Support (N = 501)



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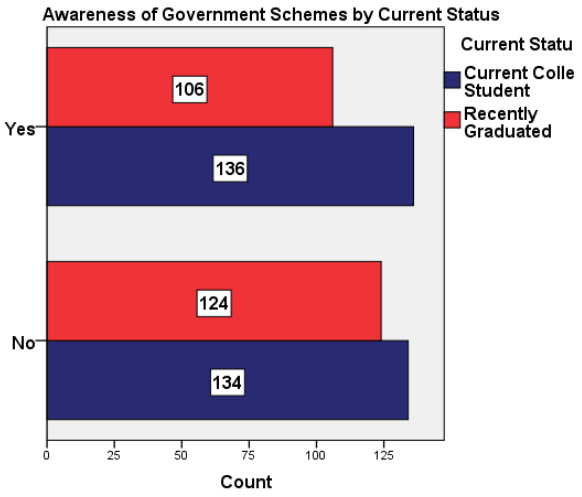
For awareness of government schemes, 136 current students (50.4%) reported being aware, compared to 106 recent graduates (46.1%). Despite similar awareness levels, application rates differed: 126 students (46.7%) had applied for funding, while this figure was higher among recent graduates, at 123 individuals (53.5%).

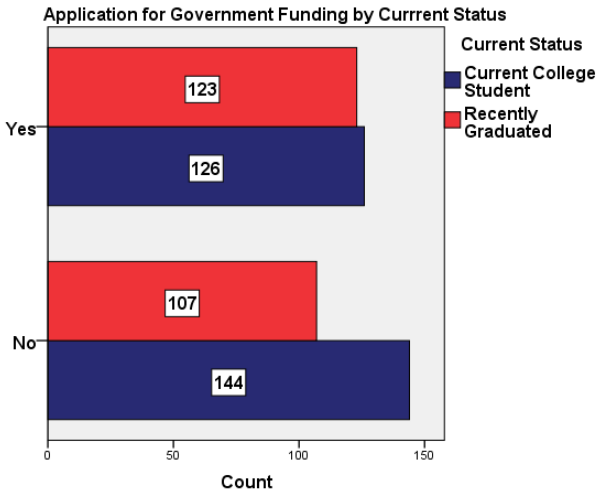
The application process was perceived as challenging by both groups, with 170 students (63.0%) and 134 graduates (58.0%) disagreeing or strongly disagreeing that the process was straightforward. Regarding barriers, "High Eligibility Requirements" was the most cited issue, with 72 students (26.7%) and 64 graduates (27.8%) highlighting this concern.

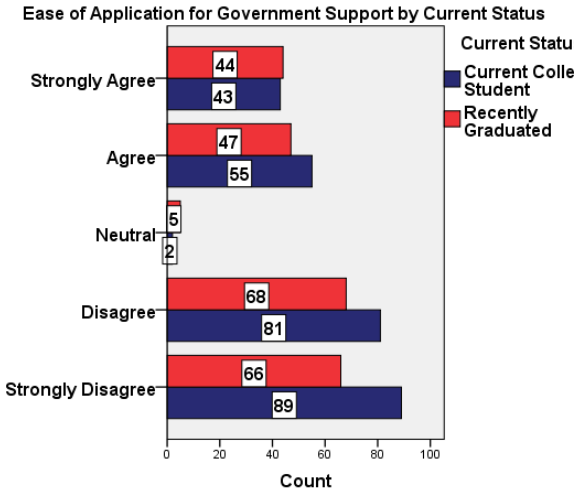
When assessing the sufficiency of government support, 142 current students (52.6%) and 104 graduates (45.2%) strongly disagreed that it was adequate. Conversely, only a small fraction, 32 students (11.9%) and 36 graduates (15.7%), viewed the support as sufficient. These results indicate that while recently graduated individuals are more likely to apply for support, both groups experience significant challenges, particularly with eligibility criteria and the perceived adequacy of the support offered.

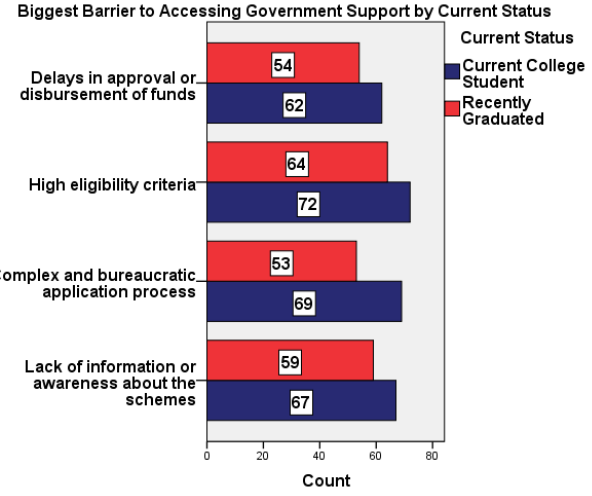
Figure 4.13

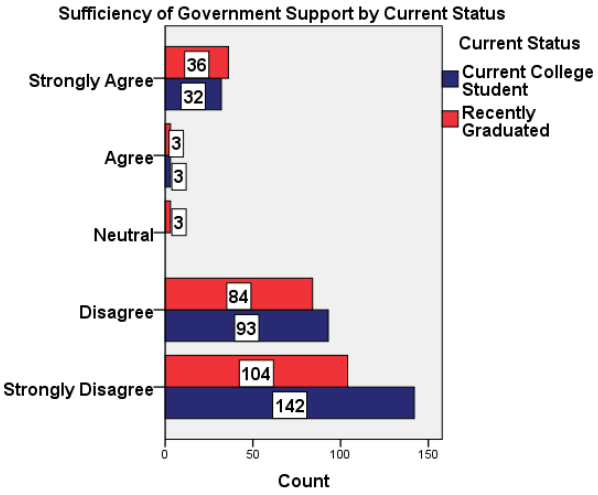
Analysis of Current Status Differences in Awareness, Application, and Perception of Government Support (N = 501)











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4.7.2 Chi-Square Test Results on Government Support for Student Entrepreneurs

Table 4.76

Chi-Square Test Results on Government Support for Student Entrepreneurs (N = 501)

Test Statement	Pearson Chi-Square	Likelihood Ratio	Linear-by-Linear Association	df	Asymptotic Significance (2-sided)
Awareness of government schemes (Gender)	0.335	0.335	0.335	1	0.563
Awareness of government schemes (Current Status)	0.912	0.913	0.911	1	0.339
Application for government funding (Gender)	0.133	0.133	0.133	1	0.715
Application for government funding (Current Status)	2.305	2.307	2.300	1	0.129
Ease of applying for government support (Gender)	3.422	3.443	0.656	4	0.490
Ease of applying for government support (Current Status)	3.293	3.326	1.283	4	0.510
Biggest barrier to accessing support (Gender)	4.120	4.150	1.639	3	0.249
Biggest barrier to accessing support (Current Status)	0.431	0.432	0.019	3	0.934
Sufficiency of government support (Gender)	0.888	0.904	0.322	4	0.926
Sufficiency of government support (Current Status)	6.404	7.542	2.938	4	0.171

The Chi-Square test results suggest that there are generally no significant differences in perceptions and experiences regarding government support for student entrepreneurs based on gender or current status. The p-values for awareness of government schemes, application for government funding, ease of applying for government support, and the sufficiency of government support all exceed the commonly accepted significance threshold of 0.05. This indicates that, in these areas, neither gender nor current status (whether someone is a current

student or a recent graduate) has a significant impact. However, there is a marginally significant difference in how gender influences perceptions of the biggest barrier to accessing government support ($p = 0.249$), although the current status does not appear to have any significant effect ($p = 0.934$). Overall, these findings suggest that, for the most part, government support for student entrepreneurs is perceived similarly across different genders and current statuses.

4.8 Challenges and Shifts in Entrepreneurial Perspectives

The data in Tables 4.78 and 4.79, presented in Appendix A, provide insights into the key challenges faced by college students and recent graduates in entrepreneurship, as well as the changes in their perspectives after completing their education.

Table 4.78 identifies major challenges, including financial struggles, lack of mentorship, educational barriers, societal and cultural pressures, insufficient government support, and personal development issues. College students and recent graduates reported significant difficulties in securing funding (75 students for access to funding, 60 for investor confidence), which limits their entrepreneurial potential. The lack of mentorship programs and low-quality mentorship were also highlighted (70 and 50 respondents, respectively), indicating the need for more practical support. Educational barriers like a theoretical focus in entrepreneurship courses (80 students) and a lack of practical experience (65 students) were noted as major hindrances. Additionally, societal pressures, particularly from family (75 students) and societal norms (60 students), were seen as discouraging entrepreneurship, especially for women, who reported facing gender biases (50 female respondents).

Table 4.79 highlights the changes in perspectives among college students and recent graduates after completing their education. Key shifts include a greater recognition of financial risks (70 students), the importance of practical skills and experience (80 students), and emotional preparedness (75 students). Graduates also reported an increased understanding of the importance of networking (70 students) and mentorship (65 students). Many graduates emphasized the need for resilience and risk-taking (70 students) and expressed a greater interest in social entrepreneurship and sustainable business practices (70 students). These shifts demonstrate a more nuanced understanding of the entrepreneurial landscape post-education.

These tables offer valuable insights into how the challenges faced by young entrepreneurs evolve as they transition from students to graduates, and how their perspectives on entrepreneurship change through education and experience.

Chapter 5: Conclusion

This study sought to unveil the challenges faced by Indian college students and recent graduates in pursuing entrepreneurship. Based on responses from 501 participants, including both male and female students across various fields of study, the research provided key insights into the financial, educational, mentorship, and societal barriers that hinder young entrepreneurs in India. The following sections summarize the key findings and recommendations drawn from the data.

Financial Challenges

A significant challenge identified by this study is the difficulty in raising capital. 54% of college students and 46% of recent graduates reported facing significant barriers in raising funds. Overall, 75% of all respondents agreed that raising capital was difficult, with 38.5% of college students strongly agreeing. This indicates that financial barriers remain a common concern for both groups, with college students perceiving the challenge to be more acute. Despite this, there were no significant gender-based or status-based differences in the perceptions of capital raising.

In terms of government funding, only a small proportion of respondents had benefited from available schemes. 14.2% of females and 10.9% of males reported receiving government funding, with college students benefiting slightly more (14.1%) than recent graduates (10.4%). Chi-Square tests indicated no significant differences between genders or status groups, showing that the challenges of accessing government support were consistent across all respondents.

When asked about their confidence in securing funding, the data revealed a pervasive lack of confidence in both college students (51.9%) and recent graduates (56.5%). 54% of respondents overall expressed uncertainty about securing funding, and Chi-Square tests found no significant differences based on gender or current status, though a borderline difference between the two groups was noted. This suggests that while recent graduates may be more proactive in seeking funding, both groups suffer from similar challenges in obtaining the financial resources necessary for entrepreneurial ventures.

Mentorship Challenges

Another significant challenge for aspiring entrepreneurs is access to mentorship. Over 49% of respondents strongly disagreed that mentorship programs were readily available, indicating a lack of structured support. There were no significant gender or status-based differences in the availability of mentorship. Similarly, 62% of respondents had not received any mentorship related to their entrepreneurial pursuits. This suggests a major gap in mentorship access, which could hinder the development of entrepreneurial skills and the success of young entrepreneurs.

The quality of mentorship received by those who did access it was also low, with 43% of females and 57% of males rating their mentorship as very poor or poor. Given that mentorship is a critical support mechanism for young entrepreneurs, these findings underscore the need for improvements in both the availability and the quality of mentorship programs.

Entrepreneurship Education

The study also highlighted the lack of formal entrepreneurship education. A striking 77.4% of respondents reported that they had not received any formal training in entrepreneurship, with college students (53.5%) having slightly more exposure to entrepreneurship education than recent graduates (46.5%). This lack of exposure to entrepreneurship education was also reflected in the respondents' views on the effectiveness of their education. 57% of respondents felt their education was not effective in preparing them for entrepreneurship, highlighting the need for institutions to integrate practical skills into the curriculum.

Moreover, 58.6% of respondents felt that entrepreneurship education was too theoretical, with college students being more likely to express this view. The data suggests that educational institutions need to bridge the gap between theoretical knowledge and real-world entrepreneurial applications by offering more practical experiences such as internships, business simulations, and collaboration with industry experts.

Cultural and Societal Barriers

Cultural and societal factors were also found to play a significant role in shaping the entrepreneurial aspirations of students. Entrepreneurship is perceived as a risky profession by a substantial number of respondents, with 50 females and 50 males strongly agreeing. Similarly, 134 college students and 120 recent graduates agreed on the risks involved, indicating minimal differences in perception across gender and status groups. Family and societal support for entrepreneurship is lacking, as shown by 106 females and 112 males who disagreed with receiving adequate support. This sentiment is stronger among college students, where 111 strongly disagreed, compared to 107 recent graduates. Gender-based challenges were acknowledged by 91 females and 96 males, with college students (103 agreed) feeling these barriers more acutely than recent graduates (84 agreed). Regional disparities were highlighted by 120 females and 145 males, with college students (137 agreed) reporting more significant impacts than recent graduates (128 agreed). Cultural norms against risk-taking were felt by 114 females and 129 males, with college students (129 agreed, 73 strongly agreed) experiencing greater pressure compared to recent graduates (114 agreed, 41 strongly agreed). Family expectations were a notable barrier, affecting 22 females and 25 college students, illustrating the pervasive influence of cultural factors across gender and status. These findings underscore the need for targeted support to address the challenges identified.

Government Support and Policies

Regarding government schemes, the survey showed that gender differences in awareness, application, and satisfaction with government support were minimal. Both males (50.6%) and females (49.8%) had similar awareness of available government schemes, with a slight difference in the application for funding, with 50.6% of males and 48.9% of females having applied. 31% of respondents expressed dissatisfaction with the complexity of the application process, suggesting that the government application process is a barrier to accessing funding for both genders. Similarly, the perception of sufficiency of government support was low, with 55.8% of females and 48.7% of males believing that the existing support is inadequate.

There were no significant differences in the perceptions of government support between college students and recent graduates, though recent graduates were slightly more likely to apply for funding (53.5% vs. 46.7%). Both groups expressed dissatisfaction with the eligibility requirements and application process.

Chi-Square Test Insights

Chi-Square tests showed that gender and current status (college student vs. recent graduate) did not significantly impact most of the challenges related to financial resources, mentorship, or government support. However, there were borderline significant differences observed in

cultural norms and regional disparities, with college students more likely to feel the pressures and limitations related to these factors.

Shifts in Perspectives After Education

The study also noted shifts in entrepreneurial perspectives after education. Graduates were more financially cautious, placing greater emphasis on cash flow management (78.3% compared to 63.7% of students). They also showed a greater appreciation for practical skills (76.9% compared to 53.2% of students) and a heightened understanding of the emotional challenges of entrepreneurship (72.4% compared to 54.6%). Graduates also showed increased emphasis on networking and mentorship (78.5% compared to 61.2% of students), and they demonstrated a higher willingness to take risks (72.1% compared to 55.3% of students).

In conclusion, the study highlights that both college students and recent graduates face significant challenges in pursuing entrepreneurship in India. The financial barriers remain the most pressing issue, with difficulties in raising capital and lack of confidence in securing funding. Additionally, there is a major gap in mentorship availability and quality, with most students not receiving the support they need. The lack of practical entrepreneurship education and theoretical focus of current curricula were also identified as key barriers to entrepreneurial success. Furthermore, cultural and societal factors, such as the lack of family and societal support and pressure to avoid entrepreneurial risk, are important challenges that hinder students' entrepreneurial ambitions.

These findings suggest that while the challenges are widespread across both genders and current status groups, policy changes are necessary to address the barriers to financial access, mentorship, and educational support. Specifically, educational institutions, government agencies, and mentorship providers should collaborate to create more accessible and effective support structures for young entrepreneurs in India.

Recommendations

Based on the findings of this study, several actionable recommendations are proposed for policymakers, educational institutions, and mentorship providers to support young entrepreneurs in India.

For policymakers and government bodies, it is essential to streamline the application process for government funding schemes, as 31% of respondents expressed dissatisfaction with its complexity. Efforts should also be made to increase awareness of available funding schemes, with targeted outreach to both male and female students. In addition, government support programs should be tailored to address the financial challenges identified in this study, ensuring that 75% of respondents who reported difficulties in raising capital can access more accessible and efficient funding options.

For educational institutions, there is a pressing need to integrate more practical entrepreneurship education into curricula. With 77.4% of respondents reporting no formal training, institutions must offer more hands-on training, internships, and real-world projects to equip students with the practical skills needed for entrepreneurial success. Additionally, given that 58.6% of respondents feel that entrepreneurship education is overly theoretical, institutions

should revise their curricula to focus on real-world applications, case studies, and mentorship programs. Increased access to incubation centers and entrepreneurship cells is also essential to providing students with the resources they need to launch and grow their ventures.

For mentorship providers, efforts should be made to enhance the quality of mentorship available. Given that 43% of females and 57% of males rated their mentorship experiences as poor, mentorship programs must focus on structured, high-quality guidance that addresses both the emotional and practical challenges of entrepreneurship. Programs should be designed to support both college students and recent graduates, helping them navigate the transition from education to entrepreneurship.

In conclusion, while the barriers faced by young entrepreneurs in India are significant, there are clear steps that can be taken to address them. By improving access to funding, mentorship, and practical education, and by addressing the cultural and societal challenges identified in this study, policymakers and institutions can create a more supportive environment for young entrepreneurs in India.

Appendix A

Table 4.1

Gender Distribution by Age Group (n = 501)

Age Group	Female	Male	Total
18-20	54	67	121
21-23	61	69	130
24-26	52	61	113
27 or Above	66	70	136
Total	**233**	**268**	**501**

Source: Author's construction for this table

Table 4.2

College/University Location by Gender (n = 501)

Location	Female	Male	Total
Urban	78	78	156
Suburban	71	75	146
Rural	84	114	198
Total	**233**	**268**	**501**

Source: Author's construction for this table

Table 4.3

Educational Level by Gender (n = 501)

Educational Level	Female	Male	Total

Undergraduate	79	85	164
Graduate	83	100	183
Postgraduate	71	82	153
Total	**233**	**268**	**501**

Source: Author's construction for this table

Table 4.4

Field of Study by Gender (n = 501)

Field of Study	**Female**	**Male**	**Total**
Business/Management	54	54	108
Engineering	38	60	98
Arts/Humanities	50	56	106
Science	55	42	97
Other	36	55	91
Total	**233**	**268**	**501**

Source: Author's construction for this table

Table 4.5

Socio-Economic Status by Gender (n = 501)

Socio-Economic Status	**Female**	**Male**	**Total**
Lower Income	89	97	186
Middle Income	64	79	143
Upper Income	80	91	171
Total	**233**	**268**	**501**

Source: Author's construction for this table

Table 4.6

Crosstab of Age by Current Status (n = 501)

Age	**Current College Student**	**Recently Graduated**	**Total**
18-20	75	46	121
21-23	68	62	130

24-26	53	60	113
27 or Above	74	62	136
Total	**270**	**231**	**501**

Table 4.7

Crosstab of College/University Location by Current Status (n = 501)

College/University Location	Current College Student	Recently Graduated	Total
Urban	92	64	156
Suburban	72	74	146
Rural	106	92	198
Total	**270**	**231**	**501**

Source: Author's construction for this table

Table 4.8

Crosstab of Educational Level by Current Status (n = 501)

Educational Level	Current College Student	Recently Graduated	Total
Undergraduate	82	82	164
Graduate	97	86	183
Postgraduate	91	62	153
Total	**270**	**231**	**501**

Table 4.9

Crosstab of Field of Study by Current Status (n = 501)

Field of Study	Current College Student	Recently Graduated	Total
Business/Management	58	50	108
Engineering	59	39	98
Arts/Humanities	53	53	106
Science	49	48	97

Other	51	40	91
Total	**270**	**231**	**501**

Source: Author's construction for this table

Table 4.10

Crosstab of Socio-Economic Status by Current Status (n = 501)

Socio-Economic Status	Current College Student	Recently Graduated	Total
Lower Income	101	85	186
Middle Income	81	62	143
Upper Income	88	83	171
Total	**270**	**231**	**501**

Source: Author's construction for this table

Table 4.11

Demographic Distribution of Respondents Engaged in Entrepreneurial Activities (n = 248)

Type of Business	Count	Percentage	Male	Female	Current College Student	Recently Graduated
E-commerce, Service-based, Product-based, Other	54	21.77%	28	26	29	25
Product-based	20	8.06%	13	7	10	10
E-commerce, Service-based, Product-based	18	7.26%	11	7	8	10
E-commerce, Product-based	17	6.85%	9	8	8	9
E-commerce, Other	16	6.45%	8	8	12	4
Service-based, Product-based, Other	16	6.45%	7	9	5	11
Other	16	6.45%	3	13	2	14

E-commerce	15	6.05%	6	9	3	12
E-commerce, Service-based, Other	14	5.65%	5	9	3	11
Service-based	13	5.24%	6	7	2	11
E-commerce, Service-based	11	4.44%	4	7	1	10
E-commerce, Product-based, Other	11	4.44%	3	8	6	7
Service-based, Other	10	4.03%	6	4	2	8
Product-based, Other	9	3.63%	6	3	1	8
Service-based, Product-based	8	3.23%	6	2	3	5
Total	248	100%	-	-	-	-

Source: Author's construction for this table

Table 4.12

Interest in Entrepreneurship by Gender (n = 501)

Interest Level	**Female**	**Male**	**Total**
Not interested	50 (21.5%)	42 (15.7%)	92 (18.4%)
Slightly interested	32 (13.7%)	59 (22.1%)	91 (18.2%)
Moderately interested	54 (23.2%)	45 (16.9%)	99 (19.8%)
Interested	47 (20.2%)	64 (24.0%)	111 (22.2%)
Very interested	50 (21.5%)	57 (21.3%)	107 (21.4%)
Total	233 (46.6%)	268 (53.4%)	501 (100%)

Source: Author’s construction for this table.

Table 4.13

Interest in Entrepreneurship by Current Status (n = 501)

Interest Level	Current College Student	Recently Graduated	Total
Not interested	48 (17.8%)	44 (19.1%)	92 (18.4%)
Slightly interested	52 (19.3%)	39 (17.0%)	91 (18.2%)
Moderately interested	48 (17.8%)	51 (22.2%)	99 (19.8%)
Interested	67 (24.8%)	44 (19.1%)	111 (22.2%)
Very interested	55 (20.4%)	52 (22.6%)	107 (21.4%)
Total	270 (54.0%)	231 (46.0%)	501(100%)

Source: Author's construction for this table.

Table 4.14

Engagement in Entrepreneurial Activities by Gender (n = 501)

Engagement Status	Female	Male	Total
No	112 (48.1%)	140 (52.4%)	252 (50.4%)
Yes	121 (51.9%)	127 (47.6%)	248 (49.6%)
Total	233 (46.6%)	268 (53.4%)	501 (100%)

Source: Author's construction for this table.

Table 4.15

Engagement in Entrepreneurial Activities by Current Status (n = 501)

Engagement Status	Current College Student	Recently Graduated	Total
No	137 (50.7%)	115 (50.0%)	252 (50.4%)
Yes	133 (49.3%)	115 (50.0%)	248 (49.6%)
Total	270 (54.0%)	231 (46.0%)	501 (100%)

Source: Author's construction for this table.

Table 4.16

Key Entrepreneurial Challenges by Gender (n = 501)

Challenge	Female	Male	Total
Financial constraints	34 (14.6%)	60 (22.5%)	94 (18.8%)
Lack of mentorship	52 (22.3%)	42 (15.7%)	94 (18.8%)
Limited practical entrepreneurial education	63 (27.0%)	57 (21.3%)	120 (24.0%)
Socio-cultural barriers	46 (19.7%)	67 (25.1%)	113 (22.6%)
Lack of government support	38 (16.3%)	41 (15.4%)	79 (15.8%)
Total	233 (46.6%)	268 (53.4%)	501 (100%)

Source: Author's construction for this table.

Table 4.17

Key Entrepreneurial Challenges by Current Status (n = 501)

Challenge	Current College Student	Recently Graduated	Total
Financial constraints	47 (17.4%)	47 (20.4%)	94 (18.8%)
Lack of mentorship	54 (20.0%)	40 (17.4%)	94 (18.8%)
Limited practical entrepreneurial education	71 (26.3%)	49 (21.3%)	120 (24.0%)
Socio-cultural barriers	59 (21.9%)	54 (23.5%)	113 (22.6%)
Lack of government support	39 (14.4%)	40 (17.4%)	79 (15.8%)
Total	270 (54.0%)	231 (46.0%)	501 (100%)

Source: Author's construction for this table

Table 4.18

Difficulty in Raising Capital by Gender (n = 501)

Difficulty Level	Female Count (Female %)	Male Count (Male %)	Total Count (Total %)
Strongly Disagree	17 (7.3%)	23 (8.6%)	40 (8.0%)
Disagree	16 (6.9%)	22 (8.2%)	38 (7.6%)
Neutral	27 (11.6%)	20 (7.5%)	47 (9.4%)
Agree	92 (39.5%)	101 (37.8%)	193 (38.6%)
Strongly Agree	81 (34.8%)	101 (37.8%)	182 (36.4%)
Total	233 (46.6%)	268 (53.4%)	501 (100.0%)

Source: Author's construction for this table

Table 4.19

Difficulty in Raising Capital by Current Status (n = 501)

Difficulty Level	College Student Count (College Student %)	Recently Graduated Count (Recently Graduated %)	Total Count (Total %)
Strongly Disagree	26 (9.6%)	14 (6.1%)	40 (8.0%)
Disagree	18 (6.7%)	20 (8.7%)	38 (7.6%)
Neutral	21 (7.8%)	26 (11.3%)	47 (9.4%)
Agree	101 (37.4%)	92 (40.0%)	193 (38.6%)
Strongly Agree	104 (38.5%)	78 (33.9%)	182 (36.4%)
Total	270 (54.0%)	231 (46.0%)	501 (100.0%)

Source: Author's construction for this table

Table 4.20

Benefited from Government Funding by Gender (n = 501)

Response	Female Count (Female %)	Male Count (Male %)	Total Count (Total %)
No	200 (85.8%)	238 (89.1%)	438 (87.6%)
Yes	33 (14.2%)	29 (10.9%)	62 (12.4%)
Total	233 (46.6%)	268 (53.4%)	501 (100.0%)

Table 4.21

Benefited from Government Funding by Current Status (n = 501)

Response	College Student Count (College Student %)	Recently Graduated Count (Recently Graduated %)	Total Count (Total %)
No	232 (85.9%)	206 (89.6%)	438 (87.6%)
Yes	38 (14.1%)	24 (10.4%)	62 (12.4%)
Total	270 (54.0%)	231 (46.0%)	501 (100.0%)

Source: Author's construction for this table

Table 4.22

Confidence in Securing Funding by Gender (n = 501)

Confidence Level	Female Count (Female %)	Male Count (Male %)	Total Count (Total %)
Not confident	127 (54.5%)	143 (53.6%)	270 (54.0%)
Slightly confident	75 (32.2%)	84 (31.5%)	159 (31.8%)
Moderately confident	22 (9.4%)	33 (12.4%)	55 (11.0%)
Confident	7 (3.0%)	6 (2.2%)	13 (2.6%)
Very confident	2 (0.9%)	1 (0.4%)	3 (0.6%)
Total	233 (46.6%)	268 (53.4%)	501 (100.0%)

Source: Author's construction for this table

Table 4.23

Confidence in Securing Funding by Current Status (n = 501)

Confidence Level	College Student Count (College Student %)	Recently Graduated Count (Recently Graduated %)	Total Count (Total %)
Not confident	140 (51.9%)	130 (56.5%)	270 (54.0%)
Slightly confident	99 (36.7%)	60 (26.1%)	159 (31.8%)
Moderately confident	24 (8.9%)	31 (13.5%)	55 (11.0%)
Confident	6 (2.2%)	7 (3.0%)	13 (2.6%)
Very confident	1 (0.4%)	2 (0.9%)	3 (0.6%)
Total	270 (54.0%)	231 (46.0%)	501 (100.0%)

Source: Author's construction for this table

Table 4.24

Major Financial Challenges Faced by Student Entrepreneurs, Categorized by Gender and Current Status

Financial Challenge	Total	Male	Female	Current College Student	Recently Graduated
Lack of investor confidence in student entrepreneurs	37	20	17	18	19
Lack of financial history/credit score	31	16	15	14	17
Lack of initial funding	30	16	14	16	14
High interest rates	26	12	14	13	13
Difficulty in securing loans	25	14	11	12	13
Lack of collateral	24	12	12	13	11
Difficulty in securing loans, Lack of investor confidence in student entrepreneurs	11	5	6	5	6
Lack of investor confidence in student entrepreneurs, Lack of initial funding	10	5	5	6	4
Lack of initial funding, Lack of collateral	9	4	5	5	4
Lack of collateral, Lack of investor confidence in student entrepreneurs	9	5	4	4	5

High interest rates, Lack of initial funding	8	4	4	5	3
High interest rates, Lack of investor confidence in student entrepreneurs	8	4	4	4	4
Lack of investor confidence in student entrepreneurs, Lack of collateral	7	3	4	4	3
Lack of financial history/credit score, Lack of investor confidence in student entrepreneurs	7	4	3	3	4
Lack of investor confidence in student entrepreneurs, Lack of financial history/credit score	7	4	3	3	4
Lack of initial funding, High interest rates	7	3	4	4	3
Lack of collateral, Lack of initial funding	7	3	4	4	3
Lack of collateral, High interest rates	7	4	3	3	4
Lack of financial history/credit score, Lack of collateral	7	3	4	3	4
Difficulty in securing loans,	6	3	3	3	3

Lack of collateral					
Lack of financial history/credit score, High interest rates	6	3	3	3	3
Difficulty in securing loans, Lack of financial history/credit score	6	3	3	3	3
Lack of investor confidence in student entrepreneurs, Difficulty in securing loans	6	3	3	3	3
Lack of collateral, Lack of investor confidence in student entrepreneurs, Lack of initial funding	6	3	3	3	3
Lack of initial funding, Lack of financial history/credit score	6	3	3	3	3
Difficulty in securing loans, High interest rates	5	3	2	3	2
High interest rates, Difficulty in securing loans	5	3	2	3	2
Difficulty in securing loans, Lack of initial funding	5	3	2	3	2
Lack of financial history/credit score,	5	3	2	3	2

Difficulty in securing loans					
Lack of initial funding, Difficulty in securing loans	5	3	2	3	2
High interest rates, Lack of initial funding, Lack of financial history/credit score	4	2	2	2	2
High interest rates, Lack of collateral	4	2	2	2	2
Difficulty in securing loans, Lack of financial history/credit score, Lack of investor confidence in student entrepreneurs	4	2	2	2	2
High interest rates, Lack of financial history/credit score	4	2	2	2	2
Lack of initial funding, Lack of investor confidence in student entrepreneurs	4	2	2	2	2
Lack of initial funding, Lack of financial history/credit score, Lack of collateral	3	2	1	2	1
Lack of initial funding, Lack of financial history/credit score, Lack of investor confidence in	3	2	1	2	1

student entrepreneurs					
Lack of investor confidence in student entrepreneurs, Lack of collateral, Difficulty in securing loans	3	1	2	1	2
Lack of financial history/credit score, Lack of investor confidence in student entrepreneurs, High interest rates	3	1	2	1	2
Difficulty in securing loans, Lack of initial funding, Lack of financial history/credit score	3	1	2	1	2
Lack of collateral, Lack of financial history/credit score, High interest rates	3	1	2	1	2
Lack of investor confidence in student entrepreneurs, Lack of financial history/credit score, Lack of collateral	3	1	2	1	2
Lack of financial history/credit score, Lack of initial funding	3	1	2	1	2

Lack of financial history/credit score, Lack of investor confidence in student entrepreneurs, Lack of initial funding	3	1	2	1	2
Lack of collateral, Difficulty in securing loans	3	1	2	1	2
High interest rates, Lack of collateral, Lack of initial funding	3	1	2	1	2
Lack of investor confidence in student entrepreneurs, Lack of financial history/credit score, Difficulty in securing loans	2	1	1	1	1
Lack of collateral, Difficulty in securing loans, Lack of investor confidence in student entrepreneurs	2	1	1	1	1
High interest rates, Difficulty in securing loans, Lack of collateral	2	1	1	1	1
Lack of financial history/credit score, Difficulty in securing loans,	2	1	1	1	1

Lack of initial funding					
Lack of initial funding, High interest rates, Lack of investor confidence in student entrepreneurs	2	1	1	1	1
Lack of investor confidence in student entrepreneurs, Lack of financial history/credit score, Difficulty in securing loans	2	1	1	1	1
Lack of collateral, Difficulty in securing loans, Lack of financial history/credit score	2	1	1	1	1
Difficulty in securing loans, High interest rates, Lack of investor confidence in student entrepreneurs	2	1	1	1	1
Difficulty in securing loans, Lack of initial funding, Lack of investor confidence in student entrepreneurs	2	1	1	1	1
Lack of collateral, High interest rates, Lack of initial funding	2	1	1	1	1

Lack of collateral, Lack of initial funding, High interest rates	2	1	1	1	1
Lack of financial history/credit score, Lack of initial funding, Lack of collateral	2	1	1	1	1
Lack of collateral, Difficulty in securing loans, Lack of financial history/credit score	2	1	1	1	1
High interest rates, Lack of financial history/credit score, Lack of collateral	2	1	1	1	1
Lack of initial funding, Lack of collateral, High interest rates	2	1	1	1	1
Lack of investor confidence in student entrepreneurs, Lack of collateral, Lack of initial funding	2	1	1	1	1
Lack of investor confidence in student entrepreneurs, Lack of initial funding, Lack of collateral	2	1	1	1	1
High interest rates, Lack of	1	1	0	0	1

financial history/credit score, Lack of initial funding					
Lack of collateral, High interest rates, Difficulty in securing loans	1	1	0	0	1
Lack of initial funding, Lack of investor confidence in student entrepreneurs, Lack of financial history/credit score	1	1	0	0	1
Lack of collateral, Lack of investor confidence in student entrepreneurs, High interest rates	1	1	0	0	1

Source: Author's construction for this table

Table 4.26

Availability of Mentorship Programs by Gender (n = 501)

Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Female	116 (47.2%)	79 (45.7%)	34 (47.9%)	3 (42.9%)	1 (33.3%)	233
Male	130 (52.8%)	94 (54.3%)	37 (52.1%)	4 (57.1%)	2 (66.7%)	268
Total	246 (49.2%)	173 (34.6%)	71 (14.2%)	7 (1.4%)	3 (0.6%)	501

Source: Author's construction for this table

Table 4.27: Access to Mentorship for Entrepreneurial Ventures by Gender (n = 501)

Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Female	73 (46.8%)	70 (48.6%)	67 (44.7%)	20 (48.8%)	3 (33.3%)	233
Male	83 (53.2%)	74 (51.4%)	83 (55.3%)	21 (51.2%)	6 (66.7%)	268
Total	156 (31.2%)	144 (28.8%)	150 (30.0%)	41 (8.2%)	9 (1.8%)	501

Source: Author's construction for this table

Table 4.28

Receipt of Mentorship Regarding Entrepreneurial Pursuits by Gender (n = 501)

Gender	No	Yes	Total
Female	139 (59.7%)	94 (40.3%)	233
Male	171 (64.0%)	96 (36.0%)	268
Total	310 (62.0%)	190 (38.0%)	501

Source: Author's construction for this table

Table 4.29

Quality of Mentorship Received by Gender (n = 501)

Gender	Very Poor	Poor	Average	Good	Excellent	Total
Female	49 (43.0%)	69 (57.0%)	74 (43.8%)	27 (43.5%)	14 (41.2%)	233
Male	65 (57.0%)	52 (43.0%)	95 (56.2%)	35 (56.5%)	20 (58.8%)	268
Total	114 (22.8%)	121 (24.2%)	169 (33.8%)	62 (12.4%)	34 (6.8%)	501

Source: Author's construction for this table

Table 4.30

Impact of Lack of Mentorship on Entrepreneurial Journey by Gender (n = 501)

Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Female	18 (7.7%)	34 (14.6%)	47 (20.2%)	26 (11.2%)	108 (46.4%)	233
Male	27 (10.1%)	47 (17.6%)	41 (15.4%)	26 (9.7%)	126 (47.2%)	268

Total	45 (9.0%)	81 (16.2%)	88 (17.6%)	52 (10.4%)	234 (46.8%)	501

Source: Author's construction for this table

Table 4.31

Availability of Mentorship Programs through College/University by Current Status (n = 501)

Current Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Current College Student	133 (49.3%)	92 (34.1%)	37 (13.7%)	5 (1.9%)	3 (1.1%)	270 (54.0%)
Recently Graduated	113 (49.1%)	81 (35.2%)	34 (14.8%)	2 (0.9%)	0 (0.0%)	231 (46.0%)
Total	246 (49.2%)	173 (34.6%)	71 (14.2%)	7 (1.4%)	3 (0.6%)	501 (100%)

Source: Author's construction for this table

Table 4.32

Access to Mentorship for Entrepreneurial Ventures by Current Status (n = 501)

Current Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Current College Student	81 (30.0%)	81 (30.0%)	79 (29.3%)	26 (9.6%)	3 (1.1%)	270 (54.0%)
Recently Graduated	75 (32.6%)	63 (27.4%)	71 (30.9%)	15 (6.5%)	6 (2.6%)	231 (46.0%)
Total	156 (31.2%)	144 (28.8%)	150 (30.0%)	41 (8.2%)	9 (1.8%)	501 (100%)

Source: Author's construction for this table

Table 4.33

Receipt of Mentorship Regarding Entrepreneurial Pursuits by Current Status (n = 501)

Current Status	No	Yes	Total
Current College Student	164 (60.7%)	106 (39.3%)	270 (54.0%)

Recently Graduated	146 (63.5%)	84 (36.5%)	231 (46.0%)
Total	310 (62.0%)	190 (38.0%)	501 (100%)

Source: Author's construction for this table

Table 4.34

Quality of Mentorship Received by Current Status (n = 501)

Current Status	Very Poor	Poor	Average	Good	Excellent	Total
Current College Student	62 (23.0%)	61 (22.6%)	93 (34.4%)	40 (14.8%)	14 (5.2%)	270 (54.0%)
Recently Graduated	52 (22.6%)	60 (26.1%)	76 (33.0%)	22 (9.6%)	20 (8.7%)	231 (46.0%)
Total	114 (22.8%)	121 (24.2%)	169 (33.8%)	62 (12.4%)	34 (6.8%)	501 (100%)

Source: Author's construction for this table

Table 4.35

Impact of Lack of Mentorship on Entrepreneurial Journey by Current Status (n = 501)

Current Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Current College Student	28 (10.4%)	38 (14.1%)	50 (18.5%)	30 (11.1%)	124 (45.9%)	270 (54.0%)
Recently Graduated	17 (7.4%)	43 (18.7%)	38 (16.5%)	22 (9.6%)	110 (47.8%)	231 (46.0%)
Total	45 (9.0%)	81 (16.2%)	88 (17.6%)	52 (10.4%)	234 (46.8%)	501 (100%)

Source: Author's construction for this table

Table 4.36

Distribution of Preferred Types of Mentor Support Among Student Entrepreneurs by Gender and Current Status

Type of Mentor Support	Total Count	Male	Female	Current College Student	Recently Graduated
Emotional and	45	30	15	25	20

psychological support					
Workshops and training	43	25	18	28	15
Networking and opportunities	40	22	18	24	16
Business knowledge and skills	37	20	17	22	15
Workshops and training, Emotional and psychological support	24	14	10	16	8
Emotional and psychological support, Business knowledge and skills	21	12	9	13	8
Emotional and psychological support, Workshops and training	18	10	8	11	7
Workshops and training, Business knowledge and skills	15	8	7	9	6
Networking and opportunities, Workshops and training	15	9	6	10	5
Business knowledge and skills, Workshops and training	13	7	6	8	5
Networking and opportunities, Emotional and	13	7	6	9	4

psychological support					
Business knowledge and skills, Networking and opportunities	13	8	5	7	6
Business knowledge and skills, Emotional and psychological support	11	6	5	7	4
Workshops and training, Emotional and psychological support, Networking and opportunities	11	5	6	6	5
Workshops and training, Business knowledge and skills, Networking and opportunities	10	6	4	5	5
Business knowledge and skills, Emotional and psychological support, Networking and opportunities	10	5	5	6	4
Emotional and psychological support, Networking and opportunities	10	6	4	5	5

Emotional and psychological support, Networking and opportunities, Workshops and training	9	5	4	6	3
Workshops and training, Networking and opportunities	9	4	5	5	4
Networking and opportunities, Business knowledge and skills	9	5	4	5	4
Business knowledge and skills, Emotional and psychological support, Workshops and training	9	5	4	6	3
Business knowledge and skills, Workshops and training, Networking and opportunities	8	4	4	5	3
Emotional and psychological support, Workshops and training, Networking and opportunities	8	4	4	5	3
Networking and opportunities, Workshops	8	3	5	4	4

and training, Emotional and psychological support					
Workshops and training, Emotional and psychological support, Business knowledge and skills	8	4	4	5	3
Business knowledge and skills, Networking and opportunities, Workshops and training	8	5	3	4	4
Emotional and psychological support, Business knowledge and skills, Networking and opportunities	7	4	3	4	3
Workshops and training, Networking and opportunities, Business knowledge and skills	7	3	4	4	3
Business knowledge and skills, Networking and opportunities, Emotional and psychological support	7	4	3	4	3

Emotional and psychological support, Workshops and training, Business knowledge and skills	6	3	3	3	3
Networking and opportunities, Emotional and psychological support, Workshops and training	6	3	3	4	2
Networking and opportunities, Business knowledge and skills, Emotional and psychological support	6	4	2	3	3
Workshops and training, Business knowledge and skills, Emotional and psychological support	6	2	4	4	2
Business knowledge and skills, Workshops and training, Emotional and psychological support	6	3	3	4	2
Networking and opportunities, Business	5	2	3	3	2

knowledge and skills, Workshops and training					
Emotional and psychological support, Networking and opportunities, Business knowledge and skills	5	3	2	3	2
Networking and opportunities, Emotional and psychological support, Business knowledge and skills	4	2	2	2	2
Emotional and psychological support, Business knowledge and skills, Workshops and training	4	2	2	2	2
Networking and opportunities, Workshops and training, Business knowledge and skills	4	2	2	2	2
Workshops and training, Networking and opportunities, Emotional and psychological support	2	1	1	1	1

Source: Author's construction for this table

Table 4.38

Crosstabulation of Education or Training Related to Entrepreneurship by Gender (n = 501)

Gender	No	Yes	Total
Female (Count)	181 (46.8%)	52 (46.0%)	233 (46.5%)
Male (Count)	206 (53.2%)	61 (54.0%)	268 (53.5%)
Total (Count)	387 (77.4%)	113 (22.6%)	501 (100%)

Source: Author's construction for this table

Table 4.39

Crosstabulation of Effectiveness of Current Education in Preparing for Entrepreneurship by Gender (n = 501)

Gender	Not effective	Slightly effective	Moderately effective	Effective	Total
Female (Count)	133 (46.5%)	88 (48.9%)	10 (35.7%)	2 (33.3%)	233 (46.5%)
Male (Count)	153 (53.5%)	92 (51.1%)	18 (64.3%)	4 (66.7%)	268 (53.5%)
Total (Count)	286 (57.0%)	180 (36.0%)	28 (5.6%)	6 (1.2%)	501 (100%)

Source: Author's construction for this table

Table 4.40

Crosstabulation of Perception of Entrepreneurship Education as Too Theoretical by Gender (n = 501)

Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Female (Count)	15 (60.0%)	17 (41.5%)	6 (33.3%)	135 (45.9%)	60 (49.2%)	233 (46.5%)
Male (Count)	10 (40.0%)	24 (58.5%)	12 (66.7%)	159 (54.1%)	62 (50.8%)	268 (53.5%)

Total (Count)	25 (5.0%)	41 (8.2%)	18 (3.6%)	294 (58.6%)	122 (24.4%)	501 (100%)

Source: Author's construction for this table

Table 4.41

Crosstabulation of Availability of Practical Entrepreneurial Experiences by Gender (n = 501)

Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Female (Count)	81 (46.3%)	84 (48.6%)	12 (38.7%)	32 (45.1%)	24 (48.0%)	233 (46.5%)
Male (Count)	94 (53.7%)	89 (51.4%)	19 (61.3%)	39 (54.9%)	26 (52.0%)	268 (53.5%)
Total (Count)	175 (35.0%)	173 (34.6%)	31 (6.2%)	71 (14.2%)	50 (10.0%)	501 (100%)

Source: Author's construction for this table

Table 4.42

Crosstabulation of Institution's Ability to Equip Students with Real-World Entrepreneurial Skills by Gender (n = 501)

Gender	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Female (Count)	134 (47.3%)	74 (47.7%)	4 (80.0%)	5 (33.3%)	16 (38.1%)	233 (46.5%)
Male (Count)	149 (52.7%)	81 (52.3%)	1 (20.0%)	10 (66.7%)	26 (61.9%)	268 (53.5%)
Total (Count)	283 (56.5%)	155 (31.0%)	5 (1.0%)	15 (3.0%)	42 (8.4%)	501 (100%)

Source: Author's construction for this table

Table 4.43

Crosstabulation of Availability of Incubation Centers or Entrepreneurship Cells by Gender (n = 501)

Gender	No	Yes	Total
Female (Count)	176 (47.6%)	57 (43.8%)	233 (46.5%)

Male (Count)	194 (52.4%)	73 (56.2%)	268 (53.5%)
Total (Count)	370 (74.0%)	130 (26.0%)	501 (100%)

Source: Author's construction for this table

Table 4.45

Crosstabulation of Education or Training Related to Entrepreneurship by Current Status (n = 501)

Current Status	No (Count)	Yes (Count)	Total (Count)
Current College Student	207 (53.5%)	63 (55.8%)	270 (54.0%)
Recently Graduated	180 (46.5%)	50 (44.2%)	230 (46.0%)
Total (Count)	387 (77.4%)	113 (22.6%)	500 (100%)

Source: Author's construction for this table

Table 4.46

Crosstabulation of Effectiveness of Current Education in Preparing for Entrepreneurship by Current Status (n = 501)

Current Status	Not effective (Count)	Slightly effective (Count)	Moderately effective (Count)	Effective (Count)	Total (Count)
Current College Student	158 (55.2%)	96 (53.3%)	13 (46.4%)	3 (50.0%)	270 (54.0%)
Recently Graduated	128 (44.8%)	84 (46.7%)	15 (53.6%)	3 (50.0%)	230 (46.0%)
Total (Count)	286 (57.2%)	180 (36.0%)	28 (5.6%)	6 (1.2%)	500 (100%)

Source: Author's construction for this table

Table 4.47

Crosstabulation of Perception of Entrepreneurship Education as Too Theoretical by Current Status (n = 501)

Current Status	Strongly Disagree (Count)	Disagree (Count)	Neutral (Count)	Agree (Count)	Strongly Agree (Count)	Total (Count)

Current College Student	16 (64.0%)	23 (56.1%)	8 (44.4%)	162 (55.1%)	61 (50.0%)	270 (54.0%)
Recently Graduated	9 (36.0%)	18 (43.9%)	10 (55.6%)	132 (44.9%)	61 (50.0%)	230 (46.0%)
Total (Count)	25 (5.0%)	41 (8.2%)	18 (3.6%)	294 (58.8%)	122 (24.4%)	500 (100%)

Source: Author's construction for this table

Table 4.48

Crosstabulation of Availability of Practical Entrepreneurial Experiences by Current Status (n = 501)

Current Status	Strongly Disagree (Count)	Disagree (Count)	Neutral (Count)	Agree (Count)	Strongly Agree (Count)	Total (Count)
Current College Student	94 (53.7%)	90 (52.0%)	17 (54.8%)	40 (56.3%)	29 (58.0%)	270 (54.0%)
Recently Graduated	81 (46.3%)	83 (48.0%)	14 (45.2%)	31 (43.7%)	21 (42.0%)	230 (46.0%)
Total (Count)	175 (35.0%)	173 (34.6%)	31 (6.2%)	71 (14.2%)	50 (10.0%)	500 (100%)

Source: Author's construction for this table

Table 4.49

Crosstabulation of Skills to Handle Real-World Entrepreneurial Challenges by Current Status (n = 501)

Current Status	Strongly Disagree (Count)	Disagree (Count)	Neutral (Count)	Agree (Count)	Strongly Agree (Count)	Total (Count)
Current College Student	156 (55.1%)	85 (54.8%)	3 (60.0%)	4 (26.7%)	22 (52.4%)	270 (54.0%)
Recently Graduated	127 (44.9%)	70 (45.2%)	2 (40.0%)	11 (73.3%)	20 (47.6%)	230 (46.0%)

Total (Count)	283 (56.6%)	155 (31.0%)	5 (1.0%)	15 (3.0%)	42 (8.4%)	500 (100%)

Source: Author's construction for this table

Table 4.50

Crosstabulation of Incubation Centers or Entrepreneurship Cells Availability by Current Status (n = 501)

Current Status	No (Count)	Yes (Count)	Total (Count)
Current College Student	205 (55.4%)	65 (50.0%)	270 (54.0%)
Recently Graduated	165 (44.6%)	65 (50.0%)	231 (46.0%)
Total (Count)	370 (74.0%)	130 (26.0%)	501 (100%)

Source: Author's construction for this table

Table 4.52

Perception of Entrepreneurship as a Risky Profession by Gender (N = 501)

Count	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Count
Female Count	10	17	38	118	50	233
Male Count	13	21	47	136	50	268
Total Count	23	38	85	254	100	501

Source: Author's construction for this table

Table 4.53

Family and Societal Support for Entrepreneurial Ambitions by Gender (N = 501)

Count	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Count
Female Count	106	65	8	12	42	233
Male Count	112	88	9	15	43	268
Total Count	218	153	17	27	85	501

Source: Author's construction for this table

Table 4.54

Gender-Based Challenges in Pursuing Entrepreneurship by Gender (N = 501)

Count	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Count
Female Count	51	40	18	91	33	233
Male Count	45	48	24	96	54	268
Total Count	96	88	42	187	87	501

Source: Author's construction for this table

Table 4.55

Impact of Regional Disparities on Entrepreneurial Opportunities by Gender (N = 501)

Count	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Count
Female Count	45	21	10	120	37	233
Male Count	34	37	19	145	32	268
Total Count	79	58	29	265	69	501

Source: Author's construction for this table

Table 4.56

Pressure from Cultural Norms Against Entrepreneurial Risk-Taking by Gender (N = 501)

Count	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Count
Female Count	19	39	10	114	51	233
Male Count	24	42	9	129	63	268
Total Count	43	81	19	243	114	501

Source: Author's construction for this table

Table 4.58

Perception of Entrepreneurship as a Risky Profession by Current Status (N = 501)

Current Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Count

Current College Student	17	20	49	134	50	270
Recently Graduated	6	18	36	120	50	230
Total Count	23	38	85	254	100	500

Source: Author's construction for this table

Table 4.59

Family and Societal Support for Entrepreneurial Ambitions by Current Status (N = 501)

Current Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Count
Current College Student	111	89	10	15	45	270
Recently Graduated	107	64	7	12	40	231
Total Count	218	153	17	27	85	501

Source: Author's construction for this table

Table 4.60

Gender-Based Challenges in Pursuing Entrepreneurship by Current Status (N = 501)

Current Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Count
Current College Student	51	46	18	103	52	270
Recently Graduated	45	42	24	84	35	231
Total Count	96	88	42	187	87	501

Source: Author's construction for this table

Table 4.61

Impact of Regional Disparities on Entrepreneurial Opportunities by Current Status (N = 501)

Current Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Count

Current College Student	41	28	19	137	45	270
Recently Graduated	38	30	10	128	24	231
Total Count	79	58	29	265	69	501

Source: Author's construction for this table

Table 4.62

Pressure from Cultural Norms Against Entrepreneurial Risk-Taking by Current Status (N = 501)

Current Status	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total Count
Current College Student	23	39	6	129	73	270
Recently Graduated	20	42	13	114	41	231
Total Count	43	81	19	243	114	501

Source: Author's construction for this table

Breakdown of Cultural Factors Affecting Entrepreneurship by Gender and Current Status (N= 501)

Cultural Factors Inhibiting Entrepreneurship	Total Count	Male	Female	Current College Student	Recently Graduated
Family expectations	42	20	22	25	17
Other	37	18	19	21	16
Societal norms	34	16	18	20	14
Gender biases	33	15	18	19	14
Risk aversion	33	17	16	18	15
Risk aversion, Family expectations	14	7	7	9	5
Risk aversion, Other	12	6	6	7	5
Societal norms, Risk aversion	10	5	5	6	4
Gender biases, Family expectations	10	5	5	6	4

Risk aversion, Societal norms	10	5	5	6	4
Other, Societal norms	10	5	5	6	4
Family expectations, Risk aversion	9	4	5	5	4
Societal norms, Other	9	4	5	5	4
Family expectations, Societal norms	9	4	5	5	4
Gender biases, Other	8	4	4	5	3
Societal norms, Family expectations, Risk aversion	8	4	4	5	3
Societal norms, Family expectations	8	4	4	5	3
Gender biases, Risk aversion	8	4	4	5	3
Societal norms, Gender biases	7	3	4	4	3
Other, Risk aversion	7	3	4	4	3
Gender biases, Risk aversion, Family expectations	6	3	3	4	2
Family expectations, Risk aversion, Societal norms	6	3	3	4	2
Risk aversion, Other, Family expectations	6	3	3	4	2
Risk aversion, Gender biases	6	3	3	4	2
Gender biases, Family expectations, Other	5	2	3	3	2
Family expectations, Gender biases	5	2	3	3	2

Other, Risk aversion, Gender biases	5	2	3	3	2
Other, Gender biases	5	2	3	3	2
Other, Family expectations	5	2	3	3	2
Societal norms, Other, Family expectations	4	2	2	3	1
Gender biases, Societal norms, Other	4	2	2	3	1
Family expectations, Other	4	2	2	3	1
Societal norms, Other, Gender biases	4	2	2	3	1
Risk aversion, Societal norms, Family expectations	4	2	2	3	1
Societal norms, Gender biases, Family expectations	4	2	2	3	1
Family expectations, Gender biases, Societal norms	4	2	2	3	1
Family expectations, Other, Societal norms	4	2	2	3	1
Societal norms, Gender biases, Other	4	2	2	3	1
Other, Family expectations, Gender biases	4	2	2	3	1

Source: Author's construction for this table

Table 4.65

Awareness of Government Schemes or Policies by Gender (n = 501)

Gender	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total Count
Female Count	117 (50.2%)	141 (60.5%)	258 (51.6%)	116 (49.8%)	126 (47.2%)	233
Male Count	141 (52.8%)	116 (43.4%)	267 (53.4%)	242 (50.6%)	249 (48.4%)	268
Total Count	258 (51.6%)	257 (51.4%)	525 (52.5%)	358 (50.8%)	375 (51.2%)	501

Source: Author's construction for this table

Table 4.66

Application for Government Funding or Entrepreneurial Support Schemes by Gender (n = 501)

Gender	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total Count
Female Count	119 (51.1%)	132 (49.4%)	251 (50.2%)	114 (48.9%)	135 (50.6%)	233
Male Count	132 (49.4%)	114 (42.8%)	267 (53.4%)	249 (50.6%)	242 (49.8%)	268
Total Count	251 (50.2%)	246 (49.2%)	518 (51.8%)	363 (50.8%)	377 (50.2%)	501

Source: Author's construction for this table

Table 4.67

Ease of Application Process for Government Support by Gender (n = 501)

Gender	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total Count
Female Count	78 (33.5%)	77 (29.6%)	69 (29.6%)	80 (34.3%)	3 (1.3%)	233
Male Count	77 (28.8%)	78 (30.0%)	80 (30.0%)	69 (28.8%)	4 (1.5%)	268
Total Count	155 (31.0%)	155 (31.0%)	149 (29.8%)	149 (29.8%)	7 (1.4%)	501

Source: Author's construction for this table

Table 4.68

Biggest Barriers in Accessing Government Support by Gender (n = 501)

Gender	Lack of Information (%)	Complex Process (%)	High Eligibility (%)	Delays (%)	Total Count
Female Count	62 (26.6%)	64 (27.5%)	69 (29.6%)	45 (19.3%)	233
Male Count	64 (24.0%)	62 (23.3%)	67 (25.1%)	71 (26.6%)	268
Total Count	126 (25.2%)	126 (25.2%)	136 (27.2%)	116 (23.2%)	501

Source: Author's construction for this table

Table 4.69

Perception of Government Support Sufficiency for Student Entrepreneurs by Gender (n = 501)

Gender	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Total Count
Female Count	116 (49.8%)	130 (55.8%)	84 (36.1%)	93 (39.9%)	1 (0.4%)	233
Male Count	130 (48.7%)	116 (43.4%)	93 (34.8%)	84 (31.4%)	2 (0.7%)	268
Total Count	246 (49.2%)	246 (49.2%)	177 (35.4%)	177 (35.4%)	3 (0.6%)	501

Source: Author's construction for this table

Table 4.71

Awareness of Government Schemes or Policies Supporting Student Entrepreneurs by Current Status (n = 501)

Current Status	No Count (%)	Yes Count (%)	Total Count
Current College Student	134 (49.6%)	136 (50.4%)	270
Recently Graduated	124 (53.9%)	106 (46.1%)	230
Total	258 (51.6%)	242 (48.4%)	500

Source: Author's construction for this table

Table 4.72

Application for Government Funding or Entrepreneurial Support Schemes by Current Status (n = 501)

Current Status	No Count (%)	Yes Count (%)	Total Count
Current College Student	144 (53.3%)	126 (46.7%)	270
Recently Graduated	107 (46.5%)	123 (53.5%)	231
Total	251 (50.2%)	249 (49.8%)	501

Source: Author's construction for this table

Table 4.73

Perception of Application Process for Government Support by Current Status (n = 501)

Current Status	Strongly Disagree Count (%)	Disagree Count (%)	Neutral Count (%)	Agree Count (%)	Strongly Agree Count (%)	Total Count
Current College Student	89 (33.0%)	81 (30.0%)	2 (0.7%)	55 (20.4%)	43 (15.9%)	270
Recently Graduated	66 (28.7%)	68 (29.6%)	5 (2.2%)	47 (20.4%)	44 (19.1%)	231
Total	155 (31.0%)	149 (29.8%)	7 (1.4%)	102 (20.4%)	87 (17.4%)	501

Source: Author's construction for this table

Table 4.74

Biggest Barriers to Accessing Government Support by Current Status (n = 501)

Current Status	Lack of Information Count (%)	Bureaucratic Process Count (%)	High Eligibility Count (%)	Delays in Approval Count (%)	Total Count
Current College Student	67 (24.8%)	69 (25.6%)	72 (26.7%)	62 (23.0%)	270
Recently Graduated	59 (25.7%)	53 (23.0%)	64 (27.8%)	54 (23.5%)	231
Total	126 (25.2%)	122 (24.4%)	136 (27.2%)	116 (23.2%)	501

Source: Author's construction for this table

Table 4.75

Perception of Sufficiency of Government Support for Student Entrepreneurs by Current Status (n = 501)

Current Status	Strongly Disagree Count (%)	Disagree Count (%)	Neutral Count (%)	Agree Count (%)	Strongly Agree Count (%)	Total Count
Current College Student	142 (52.6%)	93 (34.4%)	0 (0.0%)	3 (1.1%)	32 (11.9%)	270
Recently Graduated	104 (45.2%)	84 (36.5%)	3 (1.3%)	3 (1.3%)	36 (15.7%)	231
Total	246 (49.2%)	177 (35.4%)	3 (0.6%)	6 (1.2%)	68 (13.6%)	501

Source: Author's construction for this table

Table 4.77

Key Challenges Faced by College Students and Recent Graduates in Entrepreneurship and Shifts in Perspectives

Challenges No.	Theme	Sub-Theme	Freq	Sample Quotes	Interpretation
1	Financial Challenges	Access to Funding	75	"As a student, it's hard to find investors willing to take a chance on me."	College students struggle to secure funding, limiting their startup potential.
		Investor Confidence	60	"Recent graduates often lack the credibility to attract serious investors."	The credibility issue affects both current students and recent graduates.
		Financial Literacy	45	"I wish my courses had covered more about managing business finances."	Many students feel unprepared to handle financial aspects due to insufficient education.
2	Lack of Mentorship	Availability of Mentorship Programs	70	"There aren't enough mentorship programs for students in my college."	Limited mentorship resources impact students' entrepreneurial journeys.

		Quality of Mentorship	50	"The mentorship I received during college didn't help me prepare for real-world challenges."	The quality and relevance of mentorship available to students and graduates need improvement.
		Emotional Support	40	"As a recent graduate, I find it difficult to cope with the stress of starting a business."	Emotional and psychological support is crucial for college students and new graduates.
3	Educational Barriers	Theoretical Focus	80	"My university's entrepreneurship courses are all theory; we need more hands-on projects."	A gap between theory and practical application is evident for students.
		Lack of Practical Experience	65	"Finding internships in startups is tough; I need that experience before I graduate."	Practical experiences are essential for students to gain confidence and skills.
		Curriculum Relevance	55	"The entrepreneurship curriculum doesn't reflect current industry trends."	Students feel that their education is not aligned with the entrepreneurial landscape.
4	Societal and Cultural Factors	Family Expectations	75	"My family pushes me toward a 'stable' job instead of supporting my startup ambitions."	Family pressure can deter both college students and recent graduates from pursuing entrepreneurship.
		Societal Norms	60	"In my community, people think taking risks in business is foolish."	Societal views on entrepreneurship can be limiting for young entrepreneurs.
		Gender Biases	50	"As a female entrepreneur, I've encountered skepticism that my male peers don't face."	Gender biases persist, affecting young women in entrepreneurship.

5	Government Support	Awareness of Government Schemes	65	"I had no idea government support existed until a friend told me."	Lack of awareness about available resources limits access for students and graduates.
		Application Process	55	"Applying for government funding feels daunting and complicated as a student."	Complexity of application processes can discourage students from seeking support.
		Perceived Insufficiency	50	"Many of my friends feel government support isn't enough to help us get started."	There's a perception that existing government support does not adequately meet the needs of young entrepreneurs.
6	Personal Development	Time Management	70	"Juggling classes and my startup leaves me exhausted and overwhelmed."	Time management is critical for college students and recent graduates trying to balance responsibilities.
		Skill Development	60	"I really need to improve my networking and public speaking skills before graduating."	Continuous skill development is essential for college students and new graduates entering entrepreneurship.
		Stress and Mental Health	55	"The pressure to succeed as a recent graduate is intense and sometimes overwhelming."	Mental health challenges are prevalent among students and recent graduates.

Table 4.78

Changes in Entrepreneurial Perspectives Post-Education

No.	Theme	Sub-Theme	Freq	Sample Quotes	Interpretation

1	Financial Awareness	Financial Risks	70	"I'm more cautious about the financial risks involved in entrepreneurship."	Graduates recognize the complexity of financial management.
		Funding Challenges	65	"I've become more aware of the challenges of raising capital for a startup."	Acknowledgment of difficulties in securing funding.
		Cash Flow Management	55	"I now understand that cash flow management is critical to business survival."	Recognition of cash flow as vital for operations.
2	Practical Skills	Practical Experience	80	"I now value hands-on experience more than theoretical knowledge."	Shift towards valuing practical skills over theory.
		Business Management Skills	60	"My education didn't prepare me for the practical aspects of business management."	Feeling unprepared for managerial responsibilities.
		Adaptability and Flexibility	50	"I've realized that entrepreneurship requires flexibility and adaptability."	Recognition of the need to be agile in business.
3	Emotional Preparedness	Emotional Challenges	75	"My education didn't prepare me for the emotional challenges of entrepreneurship."	Gap in emotional preparedness for entrepreneurship.
		Stress Management	65	"I've become more aware of the emotional challenges entrepreneurs face."	Increased recognition of mental health aspects.

		Long-Term Commitment	55	"I've realized that entrepreneurship requires long-term commitment and persistence."	Understanding that entrepreneurship is a marathon.
4	Networking and Mentorship	Importance of Networking	70	"I now understand the importance of networking in entrepreneurial success."	Networking seen as vital for business growth.
		Value of Mentorship	65	"I now value mentorship and guidance more than ever before."	Increased appreciation for mentorship in entrepreneurship.
		Building Support Networks	55	"I've realized that entrepreneurship requires a strong support network."	Importance of surrounding oneself with supportive individuals.
5	Entrepreneurial Mindset	Risk-Taking and Resilience	70	"I'm more willing to take risks and face failure after completing my education."	Feeling empowered to take calculated risks.
		Learning from Failure	65	"I now value the importance of learning from failure in entrepreneurship."	Understanding failure as part of the journey.
		Long-Term Vision	55	"I've realized that success in entrepreneurship takes time, patience, and a willingness to learn from failure."	Appreciation for the need for long-term vision.
6	Purpose and Impact	Social Entrepreneurship	70	"I've become more passionate about solving real-world problems through entrepreneurship."	Growing interest in social entrepreneurship.

		Value Creation	65	"I now understand that entrepreneurship is about creating value, not just generating revenue."	Shift towards focusing on societal value.
		Sustainable Business Practices	55	"I'm more focused on building a business that can grow sustainably."	Valuing sustainability and social impact.
7	Market Awareness	Market Research	70	"I've become more aware of the importance of market research."	Understanding the significance of market needs.
		Customer Feedback	60	"I now understand the importance of customer feedback in business success."	Acknowledging the need to listen to customers.
		Adaptation to Trends	55	"I now understand the importance of staying adaptable in changing markets."	Recognizing the need to remain flexible in business.