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Address for correspondence:
Dr. A. Krishnan
Professor and Research Supervisor, Department of Commerce,
Vels Institute of Science, Technology and Advanced Studies, Chennai
Email: krishnansibi74@gmail.com

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Impact Of College Entrepreneurship Clubs on Entrepreneurial Journey of Undergraduate Students in Kerala

Dr. A. Krishnan[1] A. Vinayagam[2] Dr. Jasper Jemima G.D[3] Dr. V. Murugan[4] Dr. S. Bhuvaneswari[5]
[1]Professor and Research Supervisor, Department of Commerce,
Vels Institute of Science, Technology and Advanced Studies, Chennai
[2,3,5]Assistant Professor and Research Supervisor, Department of Economics, Vels Institute of Science, Technology and Advanced Studies, Chennai
[4]Assistant Professor, Department of Economics, Pachaiyappas College for Men (Kanchipuram)

Abstract

Entrepreneurship is essential for the promotion of economic development and expansion. To advance entrepreneurship education and assist in the establishment of successful businesses, it is imperative to investigate the factors that influence the interests and characteristics of undergraduate students in entrepreneurship. Currently, college students are driving mass entrepreneurship in India. This phenomenon, which can be efficiently enhanced by students through entrepreneurship clubs or cells, has become a critical problem requiring immediate attention. This study investigates the effects of various forms of entrepreneurship education, such as theoretical, practical, and ambient education, through entrepreneurship clubs, using entrepreneurship education as an indication of the influence of entrepreneurial intention. Entrepreneurship clubs have affected student self-efficacy and intentionality, enhanced employability and social learning, and increased student learning outcomes in entrepreneurship and simulated entrepreneurial learning. In terms of entrepreneurial learning students' engagement in clubs and societies provides enhanced opportunities for 'learn by doing' through action and experience. The data show that increased action leads to reflective practice and that social learning is important. This paper highlights the capacity of entrepreneurship education to simulate entrepreneurial learning, illustrating the value of entrepreneurship clubs and societies and explaining why students engage in them. This study offers guidance and recommendations to teachers who counsel student-run entrepreneurial organizations. Finally, it clarifies how student clubs have grown, their significance in learning, and advisors' role in assisting them.

Key words; *Entrepreneurship clubs, students, education, skills, socio-economic growth and development.*

Introduction

The entrepreneurship club, which has expanded internationally and grown especially active in recent years, provides a means for young people to spearhead entrepreneurial change. In addition to providing a historical overview of the evolution of these extracurricular activities, our goal s to map the growth and development of entrepreneurial clubs. We present the main categories of clubs used in entrepreneurship education. Our objective was to clarify the educational motivation that led to the creation of these initiatives. We will discuss the advantages that students gain from participating in clubs in the second section, drawing on earlier studies on the topic. We outline the advantages for students, discuss what they know about their worth, and clarify why students interact with them. we add to the body of knowledge regarding extracurricular activities in entrepreneurship education.

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Finally, we examine the best ways to advise clubs. Here, we include past experiences, offer counseling to instructors, and provide practical and implementable information. First, we briefly review the background of entrepreneurship clubs.

Examining the effects of entrepreneurial education is pertinent, particularly in light of the COVID-19 pandemic's impact on the economy and the fact that entrepreneurship is acknowledged as a driver of job creation and economic progress (Kuratko, 2005; Schumpeter, 1934). Because there were fewer options for earning a living, more people in Brazil turned to entrepreneurship in 2020, driving its percentage from 50.4% to 37.5%. Furthermore, the proportion of first-time business owners has risen to a record high since 2002, accounting for 32.6 million Brazilians or 23.4% of the adult population (GEM, 2020). Formal training mechanisms through entrepreneurial education have been widely considered to generate more and better entrepreneurs in response to increasing social needs (Saes & Marcovitch, 2020).

Entrepreneurship Clubs

Clubs and societies played a significant role in the development of civil society in Britain and its colonies abroad throughout the 17th and 18th centuries (Clark 2000). The basis for numerous institutions that developed out of primarily informal associations was laid by these "self-organising groups," which covered a wide range of interests, including sports, education, politics, religion, music, and philanthropy (e.g., chambers of commerce, freemasons, trade associations, etc.). The establishment of Junior Achievement (JA) in the United States in 1919 was credited for spawning the first entrepreneurial groups. High school students had the opportunity to participate in after-school groups that encouraged them to start their own businesses. Young Enterprise (YE), the British counterpart of JA, was established in 1962, while JADE, its European counterpart, began operations in 1967 with an emphasis on college students. Unlike JA and YE, JADE involved the creation of nonprofit organizations, gave students experience in managing a business, and involved them in consulting projects (Almeida et al., 2021). All three of these organizations were not "self-organising," as the definition of a club or society implies, but rather was founded by outside stakeholders who wanted to give young people "business skills."business skills'.

As formal entrepreneurial education has grown, there are also types of entrepreneurship club that exist today. The National Leadership Institute launched Students in Free Enterprise (SIFE), which is now Enactus, in 1975, and it was the first organization in this wave. Enactus was founded with the intention of increasing students' interest in free enterprises. As it expanded, it attracted major corporate support and changed its emphasis on volunteerism and social entrepreneurship, using an entrepreneurial spirit to address neighborhood issues. Students involved in Enactus organized university chapters, participated in social entrepreneurial projects, and held competitions at regional and national levels.

Review of literature

According to research conducted in the field of entrepreneurship education by **Gorgievski et al. (2018)**, one major drawback of the TPB is the omission of entrepreneurial capabilities or the set of abilities associated with seizing newly created opportunities by prospective business owners.

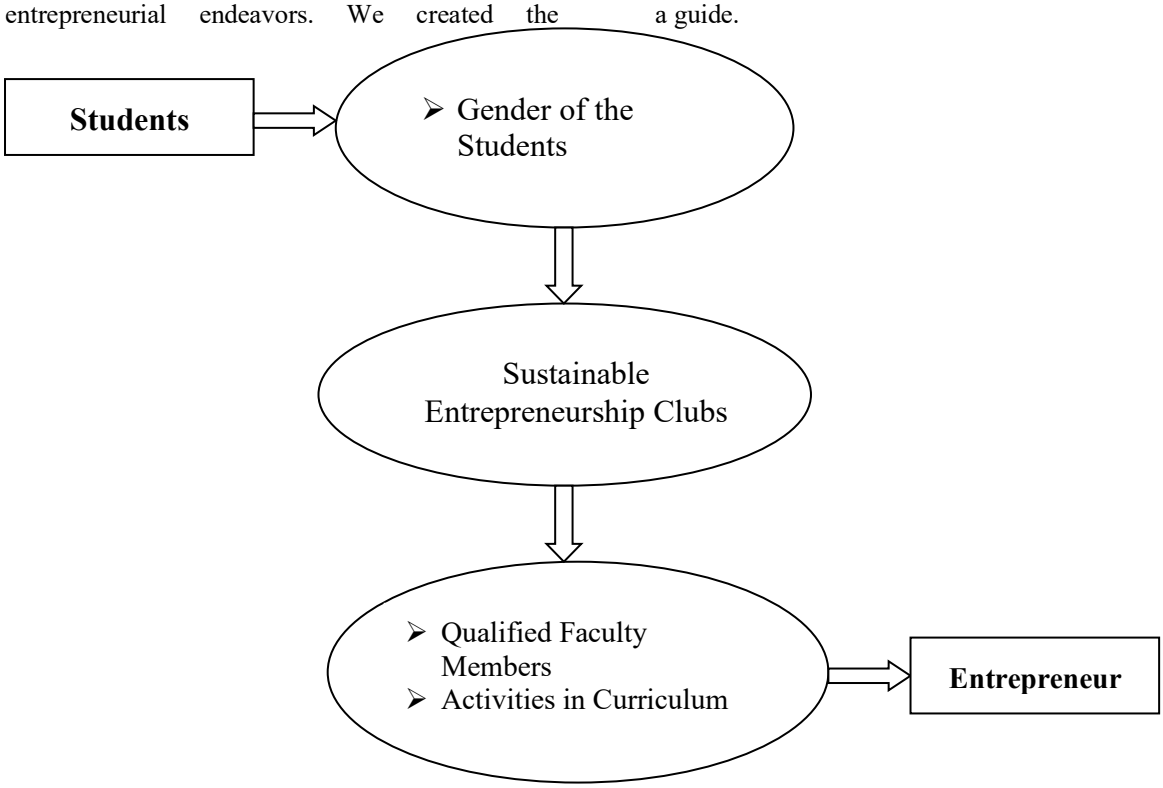
According to **Kariv et al. (2019)**, numerous initiatives have been created for entrepreneurs in the governmental, corporate, academic, and private sectors with the goal of providing them access to a real-world setting where they may practice, network, exchange ideas, and share ideas. Simultaneously, these programs seek to accelerate students' pertinent skills, knowledge, and mind-sets that can connect employability, management, and company sustainability.

By comparing three variables—attitudes, subjective social norms, and perceived behavioral control—before and after an educational intervention, **Vasconcelos et al. (2020)** assess the efficacy of entrepreneurial education. Entrepreneurial education is deemed to be effective if there are noticeable improvements.

According to a study by **Almeida et al. (2021)**, members of Junior Enterprises (JEs) acquire real-world experience, have the chance to network with industry experts, hone their managerial and entrepreneurial skills, increase their employability, and cultivate an entrepreneurial "spirit." They showed that JE students believe themselves to have more behavioral control, which enhances their impression of their ability to act as entrepreneurs. They also validated the relationship between increased entrepreneurial intent and club participation.

Educational field theory serves as the foundation for creating a sustainable entrepreneurship education field. This study investigates how internal and external relationships affect students' intentions to pursue sustainable entrepreneurship. It is well acknowledged that students' natural and learned environments have an impact on their decisions to pursue sustainable business. A literature survey indicates that a wide range of factors can influence students' sustainable business practices. Consequently, developing a model for entrepreneurship education has both theoretical and practical ramifications for

forecasting and shaping students' sustainable entrepreneurial endeavors. We created the conceptual model below using literature review as a guide.



Conceptual framework for developing entrepreneurial intention in the field of entrepreneurship education

Statement Of the Problem

The purpose of this study was to answer the following research question: How does entrepreneurial education affect undergraduate students taking entrepreneurship courses? The current study fills methodological and theoretical gaps in previous research on the assessment of the effects of entrepreneurship education in higher education in Kerala. Its contributions include the creation of a model that integrates entrepreneurial knowledge and skills into the analysis of the impact of entrepreneurship education, the application of a strict methodology (pre/post with paired t-test), and the comparison of the effects of required and elective courses in entrepreneurship.

Objectives of the Study

1. To study about the growth and development of entrepreneurship clubs.
2. To ascertain students' perceptions of the entrepreneurship education
3. To found out the factors influencing entrepreneurship education of undergraduate students.

Research Methodology

Descriptive and analytical methods were used in this study. Primary and secondary data were used to accomplish the goals of the study. To gather primary data, a Google form was used to send the questionnaire to college students. Secondary data were acquired through a range of online surveys, in addition to current affairs, newspapers, and several publications. Using a suitable sample procedure, 225 respondents provided the requisite information. Percentage analysis and correlation coefficients were used to analyze the collected data.

Hypothesis of the Study

There is no correlation among students' gender, family business, qualified faculty members, activities in the curriculum, and practical exposure of entrepreneurship clubs.

Limitations of the Study

This study was limited to only a few cities in Kerala. There were 225 students in total.

Results and Discussions

Table – 1: Personal Profile of the Students

Particulars		No. of Respondents	Percentage
Gender	Male	183	81.33%
	Female	42	18.67%
	Total	**225**	**100.00%**
Major	Management Studies	57	25.33%
	Commerce	113	50.22%

	Economics	23	10.22%
	Computer Science / Computer Application	15	6.67%
	Engineering	12	5.33%
	Others	5	2.22%
	Total	**225**	**100.00%**
Institution Type	Govt. College/Universities	32	14.22%
	Deemed Universities	105	46.67%
	Private Colleges	64	28.44%
	other institutions	24	10.67%
	Total	**225**	**100.00%**
Area of Residence	Urban	174	77.33%
	Semi-Urban	30	13.33%
	Rural	21	9.33%
	Total	**225**	**100.00%**
Family Annual Income	Up to Rs. 3,00,000	33	14.67%
	Rs. 3,00,001 - Rs. 5,00,000	44	19.56%
	Rs. 5,00,001 - Rs. 10,00,000	95	42.22%
	Rs. 10,00,001 - Rs. 15,00,000	32	14.22%
	Above Rs. 15,00,000	21	9.33%
	Total	**225**	**100.00%**

The above table 1 indicates that, out of 225 respondents:

- **Gender Wise Classification:** Majority (81.33%) of the respondents were male, and 18.67% of the respondents were female as per their gender.
- **Major subject Wise Classification:** Majority 50.22% of the students belonged to commerce, 25.33% belonged to management studies, 10.22% belonged to economics, 6.67% belonged to computer science/computer application, 5.33% belonged to engineering, and 2.22% belonged to other majors.
- **Types of Institution Wise Classification:** Maximum of 46.67% of the students belonged to deemed universities, 28.44% belonged to government colleges/universities, 14.22% belonged to private colleges, and 10.67% belonged to other institutions.
- **Area of Residence Wise Classification:** Majority of students (77.33 %) lived in urban areas, 13.33% lived in semi-urban areas, and 9.34% lived in rural areas.
- **Family Annual Income Wise Classification:** Maximum 42.22% of the students' family annual income level are Rs. 5,00,001 – Rs. 10,00,000, 19.56% of the students' family annual income level are Rs. 3,00,001 – Rs. 5,00,000, 14.67% of the students' family annual income levels are up to Rs. 3,00,000, 14.22% of the students' family annual income levels are Rs. 10,00,001 – Rs. 15,00,000, and 9.33% of the students' family annual income levels are Rs. 15,00,000 and above.

Table – 2: Level of satisfaction of the students among the facilities available in their institution

Facilities available	Highly Satisfied	Satisfied	Moderate	Dissatisfied	Highly Dissatisfied
Mentorship practice	172	32	21	-	-
Curriculum development	189	21	15		-
Proper incubation centers	121	74	22	8	-
Proper training and workshops	145	45	27	8	-
Access the resources	105	81	29	10	-
Industry collaborations	97	84	32	12	-
Funding opportunities	98	72	47	8	-
Business plan competition	125	74	17	9	-
Venture capital networks	95	81	39	10	-
Alumni networks	115	66	35	9	-

As shown in Table 2, out of 225 respondents, 189 students were highly satisfied with the curriculum development related to entrepreneurial education, followed by mentorship practice (172), proper training and workshops (145), business plan competition (125), proper incubation centers (121), Alumni networks (115), access to resources (105), and other facilities. A maximum of 84 students are satisfied with industry collaborations, followed by access to resources and

venture capital networks (81). Approximately 120 students were moderately satisfied with funding opportunities, venture capital networks, and alumni networks. Few respondents were dissatisfied with industry collaborations (12), access resources, and venture capital networks (10). None of the students was highly dissatisfied with the facilities available at their institution.

H0: There is no correlation among qualified faculty members, activities in the curriculum, and practical exposure to entrepreneurial education through entrepreneurship clubs.

Table – 3: Correlation among the Motivational factors of Entrepreneurial Education through Entrepreneurship Clubs

		Qualified Faculty Members	Activities in Curriculum	Practical Exposure
Qualified Faculty Members	Pearson correlation	1	.675(**)	.656(**)
	Sig. (2-tailed)	**.**	**.000**	**.000**
	N	225	225	225
Activities in Curriculum	Pearson correlation	.675(**)	1	.668(**)
	Sig. (2-tailed)	**.000**	**.**	**.000**
	N	225	225	225
Practical Exposure	Pearson correlation	.656(**)	.668(**)	1
	Sig. (2-tailed)	**.000**	**.000**	**.**
	N	225	225	225

Note: ** Correlation is significant at the 0.01 level (2-tailed).

Hypotheses are rejected in the case of

1. Qualified faculty members are correlated with activities in the curriculum and practical exposure to entrepreneurial education through entrepreneurship clubs for students.
2. Curriculum activities are correlated with qualified faculty members and practical exposure to entrepreneurial education through entrepreneurship clubs.
3. Practical exposure is correlated with qualified faculty members and activities in the entrepreneurial education curriculum through entrepreneurship clubs for students.

Major findings

- The majority (81.33%) of the respondents were male and 18.67% were female.
- The majority (50.22%) of the students belonged to commerce as their major subject, and only 2.22% of the students belonged to other majors.
- A maximum of 46.67% of the students belonged to deemed universities and a minimum of 10.67% of the students belonged to other institutions.
- The majority (77.33%) of the students lived in urban areas and 9.34% lived in rural areas.
- A maximum of 42.22% of the students' family annual income level is Rs. 5,00,001 – 10,00,000, and only 9.33% of the students' family annual income levels are Rs. 15,00,000 and above.
- Maximum 32.42% of the students are belongs to family business background.
- Maximum 28.22% of the students are willing do to their business with friends.
- Majority 53.45% of the students does not have adequate business knowledge and skills.
- Of the 225, the majority 189 students are highly satisfied with the curriculum development related to entrepreneurial education, followed by mentorship practice (172), proper training and workshops (145), business plan competition (125), proper incubation centers (121), alumni networks (115), access resources (105), and other facilities. A maximum of 84 students are satisfied with industry collaborations, followed by access to resources and venture capital networks (81). Approximately 120 students were moderately satisfied with funding opportunities, venture capital networks, and alumni networks. Few respondents were dissatisfied with industry collaborations (12), access resources, and venture capital networks (10). None of the students was highly dissatisfied with the facilities available at their institution.
- There is a correlation among qualified faculty members, activities in the curriculum, and practical exposure to entrepreneurial education through entrepreneurship clubs.

Suggestions

- Use posters, school activities, and social media to promote the entrepreneurship clubs.
- Invite accomplished business owners to give guest lectures and workshops, and share the success stories of current student business owners.
- Align club activities with academic interests and curriculum, emphasizing real-world issues and industry concerns.
- Offer resources for product creation and prototyping, and plan business plan, pitch, and hackathons.
  Collaborative projects and internships with industry partners.
- Provide an encouraging environment for the exchange of ideas and criticism.

Acknowledge and honor creative solutions and accomplishments.

- Organize frequent surveys to evaluate participation and contentment, collect input from both members and non-members, and modify club operations and tactics accordingly.

Conclusion

Entrepreneurship education is essential to fully realize students' potential as tertiary-level entrepreneurs. This inspires students to start their own firms and engage in entrepreneurial activities, especially when they have good self-perception. Through increased student attractiveness, relevance, and value, entrepreneurship clubs can create a thriving entrepreneurial ecosystem within schools. Thus, entrepreneurship education in higher education institutions can help students develop entrepreneurial skills through entrepreneurship clubs and by introducing students to entrepreneurship as a career option.

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Conflicts of Interest

The authors declare that there are no conflicts of interest regarding the publication of this paper.

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