IJARSCT
International Journal of Advanced Research in Science, Communication and Technology
International Open-Access, Double-Blind, Peer-Reviewed, Refereed, Multidisciplinary Online Journal
ISSN: 2581-9429
Volume 6, Issue 5, March 2026
Impact Factor: 8.2

Entrepreneurial Mindset among University Students in the Digital Age

Adv. Shweta Singh[1], Ms. Jyoti Santosh Dubey[2], Ms. Ruby Ghosh[3], Mrs. Nilam Hardik Goradiya[4]
Practicing Advocate cum Law Professor, Bombay High Court, Bombay[1]
Assistant Professor, Thakur Specialized Degree College, Mumbai[2]
Assistant Professor at Thakur Shyamnarayan Degree College, Mumbai[3]
Corresponding Author: Co-Founder, Shivay Publications[4]

Abstract: *The digital age has significantly transformed the landscape of entrepreneurship, creating new opportunities and challenges for university students. The concept of an entrepreneurial mindset has gained considerable importance as it equips students with the ability to identify opportunities, take calculated risks, innovate, and adapt to dynamic technological environments. This study examines the development of entrepreneurial mindset among university students in the context of rapid digital transformation. It focuses on factors such as digital literacy, innovation orientation, risk-taking ability, and opportunity recognition that influence students' entrepreneurial intentions. The research also highlights the role of universities in fostering entrepreneurial skills through curriculum design, incubation centers, digital platforms, and experiential learning. In addition, the study evaluates how exposure to digital tools, online markets, and startup ecosystems encourages students to pursue entrepreneurial ventures. The findings suggest that developing an entrepreneurial mindset among university students is essential for promoting innovation, employment generation, and sustainable economic growth in the digital economy*

Keywords: Entrepreneurial Mindset, University Students, Digital Entrepreneurship, Innovation and Opportunity Recognition, Digital Economy

I. INTRODUCTION

Entrepreneurship has emerged as an important driver of economic growth, innovation, and employment generation in the modern economy. In the digital age, technological advancements such as the internet, artificial intelligence, social media, and digital platforms have transformed traditional business models and created new opportunities for entrepreneurial activities. As a result, the development of an entrepreneurial mindset among university students has become increasingly significant. Universities are not only centers of knowledge but also important institutions for nurturing creativity, innovation, and problem-solving abilities among young individuals.

An entrepreneurial mindset refers to the ability of individuals to identify opportunities, take calculated risks, think creatively, and develop innovative solutions to real-world problems. In the context of university education, students are exposed to various academic programs, skill-based training, and digital resources that support entrepreneurial thinking. The digital environment enables students to explore new business ideas, access global markets, and utilize online platforms for business development. This has encouraged many students to consider entrepreneurship as a viable career option rather than relying solely on traditional employment.

Furthermore, universities play a crucial role in fostering entrepreneurship through incubation centers, startup support programs, mentorship initiatives, and industry collaborations. Exposure to digital tools, e-commerce platforms, and startup ecosystems helps students develop confidence and practical entrepreneurial skills. Government initiatives promoting startup culture and digital innovation have also contributed to strengthening entrepreneurial intentions among youth.

DOI: 10.48175/IJARSCT-31929

IJARSCT
International Journal of Advanced Research in Science, Communication and Technology
International Open-Access, Double-Blind, Peer-Reviewed, Refereed, Multidisciplinary Online Journal
ISSN: 2581-9429 Volume 6, Issue 5, March 2026 Impact Factor: 8.2

Therefore, understanding the entrepreneurial mindset among university students in the digital age is essential for promoting innovation, self-employment, and sustainable economic development in society.

Significance of the Study

The present study is significant as it highlights the importance of developing an entrepreneurial mindset among university students in the digital age. With the rapid growth of digital technologies and online business platforms, entrepreneurship has become an accessible and attractive career option for young individuals. This study helps in understanding how digital exposure, technological skills, and innovation-oriented thinking influence students' entrepreneurial attitudes and intentions.

The research is also important for educational institutions, as it emphasizes the role of universities in fostering entrepreneurial capabilities through skill-based education, incubation support, and practical learning opportunities. It provides insights for policymakers and educators to design effective programs that encourage entrepreneurship among students. Furthermore, the study contributes to the academic literature on entrepreneurship by examining the relationship between digital transformation and entrepreneurial mindset. Overall, it supports the promotion of innovation, self-employment, and sustainable economic development in the modern digital economy.

Limitations of the Study

The present study has certain limitations that should be considered while interpreting its findings. First, the study focuses only on university students, which may limit the generalization of the results to other groups such as school students, working professionals, or independent entrepreneurs. Second, the research is based on a limited sample size and a specific geographical area, which may not fully represent the diverse perspectives of students from different universities or regions.

Another limitation is that the study primarily relies on self-reported responses collected through questionnaires. Such responses may sometimes be influenced by personal bias or the respondents' perception rather than their actual entrepreneurial behavior. Additionally, the rapidly changing nature of digital technology and entrepreneurial opportunities may affect the relevance of the findings over time. Despite these limitations, the study provides valuable insights into the entrepreneurial mindset of university students in the digital era.

Research Gap

Although several studies have examined entrepreneurship among youth, limited research has specifically focused on the development of an entrepreneurial mindset among university students in the context of the digital age. Most existing studies emphasize traditional entrepreneurial skills, business education, or startup development, while comparatively less attention has been given to the role of digital technologies, online platforms, and digital learning environments in shaping students' entrepreneurial thinking. Furthermore, there is a lack of empirical research that integrates digital literacy, innovation orientation, and opportunity recognition as key factors influencing entrepreneurial mindset. Therefore, this study attempts to bridge this gap by analyzing how digital exposure influences entrepreneurial attitudes among university students.

Research Objectives

To examine the level of entrepreneurial mindset among university students in the digital age.

To analyze the influence of digital skills and technological exposure on the entrepreneurial intentions of university students.

Hypotheses

1. H_0: There is no significant level of entrepreneurial mindset among university students in the digital age.

H_1: There is a significant level of entrepreneurial mindset among university students in the digital age.

IJARSCT
International Journal of Advanced Research in Science, Communication and Technology
International Open-Access, Double-Blind, Peer-Reviewed, Refereed, Multidisciplinary Online Journal
ISSN: 2581-9429 Volume 6, Issue 5, March 2026 Impact Factor: 8.2

2. H_0: Digital skills and technological exposure do not have a significant influence on the entrepreneurial intentions of university students.

H_1: Digital skills and technological exposure have a significant influence on the entrepreneurial intentions of university students.

II. REVIEW OF LITERATURE

1. Ajzen's Theory of Planned Behavior provides an important theoretical foundation for understanding entrepreneurial intentions among university students. According to this theory, individual behavior is influenced by three major factors: attitude toward the behavior, subjective norms, and perceived behavioral control. In the context of entrepreneurship, students are more likely to develop entrepreneurial intentions when they possess a positive attitude toward business creation, receive social support, and believe they have the ability to start and manage a venture. In the digital age, access to technological tools, online resources, and digital platforms enhances perceived behavioral control among students. This framework has been widely used in entrepreneurship research to analyze how psychological and environmental factors influence students' entrepreneurial mindset and decision-making processes.

2. Kuratko explains entrepreneurship as a dynamic process that involves innovation, opportunity recognition, and risk-taking behavior. The author highlights the role of educational institutions in developing entrepreneurial competencies among students through structured learning, practical exposure, and innovation-oriented programs. Universities play a significant role in shaping the entrepreneurial mindset by integrating entrepreneurship education, incubation centers, and startup support initiatives. In the digital era, technology has expanded entrepreneurial opportunities by enabling students to launch digital businesses, e-commerce platforms, and technology-driven startups. Kuratko emphasizes that an entrepreneurial mindset involves creativity, resilience, and strategic thinking, which are essential for success in a competitive and technology-driven business environment.

3. Giones and Brem discuss the emerging concept of digital technology entrepreneurship and its increasing relevance in modern economies. The study explains how digital technologies such as cloud computing, mobile applications, and online platforms have transformed traditional entrepreneurial activities. Digital entrepreneurship allows individuals, particularly students and young innovators, to develop and scale business ideas with relatively lower financial barriers. The authors emphasize that universities play a crucial role in fostering digital entrepreneurial skills by providing technical training, innovation labs, and collaborative learning environments. The research highlights that digital literacy, technological competence, and innovation capability are essential components for developing an entrepreneurial mindset among university students in the digital age.

4. Ratten highlights how global technological and societal changes influence entrepreneurial activities, particularly among young individuals and students. The study explains that digital transformation has accelerated the adoption of online business models, digital marketing, and technology-driven innovation. As a result, entrepreneurship is increasingly viewed as an attractive career option for university students. The author also emphasizes the importance of entrepreneurial education, which helps students develop creativity, problem-solving ability, and opportunity recognition. Exposure to digital technologies and innovation ecosystems encourages students to explore startup opportunities. The research suggests that universities and policymakers should strengthen entrepreneurial ecosystems to support students in developing a strong entrepreneurial mindset.

5. Shane and Venkataraman provide a foundational perspective on entrepreneurship by explaining how entrepreneurial opportunities are discovered, evaluated, and exploited by individuals. The authors argue that entrepreneurship is primarily driven by opportunity recognition and the ability of individuals to convert ideas into viable business ventures. In the context of university students, the development of an entrepreneurial mindset is influenced by access to knowledge, exposure to innovation, and the ability to identify market gaps. In the digital age, technological advancements have expanded the scope of opportunity recognition by enabling students to explore new markets through digital platforms. The study emphasizes that entrepreneurial education and supportive ecosystems are essential for nurturing future entrepreneurs.

IJARSCT
International Journal of Advanced Research in Science, Communication and Technology
International Open-Access, Double-Blind, Peer-Reviewed, Refereed, Multidisciplinary Online Journal
ISSN: 2581-9429
Volume 6, Issue 5, March 2026
Impact Factor: 8.2

III. RESEARCH METHODOLOGY

Research methodology refers to the systematic process used to collect, analyze, and interpret data for achieving the objectives of the study. The present study titled **"Entrepreneurial Mindset among University Students in the Digital Age"** adopts a structured research design to examine the entrepreneurial attitudes and intentions of students in the context of digital transformation.

Research Design:

The study is based on a **descriptive research design**, as it aims to describe and analyze the entrepreneurial mindset of university students and the influence of digital exposure on their entrepreneurial intentions. Descriptive research helps in understanding the current situation and identifying relationships between relevant variables.

Nature of Data:

The research utilizes both **primary and secondary data**. Primary data is collected directly from university students through a structured questionnaire designed to measure their entrepreneurial attitudes, digital skills, innovation orientation, and willingness to start a business. Secondary data is collected from academic journals, books, research articles, and credible online sources related to entrepreneurship and digital innovation.

Sample Size:

The study is conducted using a **sample size of 100 respondents**, consisting of university students from different academic disciplines. The respondents are selected to represent students who are exposed to digital technologies and online learning environments.

Sampling Technique:

A **convenience sampling method** is adopted for selecting the respondents. This method is suitable because it allows the researcher to collect data from students who are easily accessible within the university environment.

Data Collection Tool:

A **structured questionnaire** with close-ended questions is used as the primary instrument for data collection. The questionnaire includes statements related to entrepreneurial mindset, digital skills, opportunity recognition, and entrepreneurial intentions. Respondents provide their answers based on their opinions and experiences.

Data Analysis Technique:

The collected data is systematically organized, tabulated, and analyzed using statistical tools such as **percentage analysis and Chi-square test**. These techniques help in testing the hypotheses and examining the relationship between digital exposure and entrepreneurial mindset among university students.

Thus, the research methodology provides a systematic framework for conducting the study and ensuring the reliability and validity of the research findings.

Data Analysis using Chi-Square Method

To test the research objectives and hypotheses of the study titled **"Entrepreneurial Mindset among University Students in the Digital Age"**, the **Chi-Square (χ^2) statistical test** is applied. The Chi-Square test is used to examine whether there is a significant relationship between categorical variables. In this study, it helps determine whether entrepreneurial mindset and digital exposure among university students are statistically significant.

Chi-Square Formula

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

IJARSCT
International Journal of Advanced Research in Science, Communication and Technology
International Open-Access, Double-Blind, Peer-Reviewed, Refereed, Multidisciplinary Online Journal
ISSN: 2581-9429
Volume 6, Issue 5, March 2026
Impact Factor: 8.2

Where:
χ^2 = Chi-Square value
O = Observed frequency
E = Expected frequency

Objective 1

To examine the level of entrepreneurial mindset among university students in the digital age.

Hypothesis

$H0_1$: There is no significant level of entrepreneurial mindset among university students in the digital age.
$H1_1$: There is a significant level of entrepreneurial mindset among university students in the digital age.

Survey Question

Do you believe that university students today possess an entrepreneurial mindset due to digital opportunities?

Response	**Observed Frequency (O)**
Strongly Agree	30
Agree	25
Neutral	15
Disagree	20
Strongly Disagree	10
Total	**100**

Expected Frequency

Since responses are evenly distributed:
E = Total responses / Number of categories
E = 100 / 5 = 20

Response	**O**	**E**	**(O−E)**	**$(O-E)^2$**	**$(O-E)^2/E$**
Strongly Agree	30	20	10	100	5
Agree	25	20	5	25	1.25
Neutral	15	20	-5	25	1.25
Disagree	20	20	0	0	0
Strongly Disagree	10	20	-10	100	5

Calculated χ^2 value

$\chi^2 = 5 + 1.25 + 1.25 + 0 + 5$
$\chi^2 = \mathbf{12.5}$

Degree of Freedom

`df = (n − 1)`
`df = 5 − 1 = 4`

IJARSCT
International Journal of Advanced Research in Science, Communication and Technology
International Open-Access, Double-Blind, Peer-Reviewed, Refereed, Multidisciplinary Online Journal
ISSN: 2581-9429 Volume 6, Issue 5, March 2026 Impact Factor: 8.2

Table Value

At **5% level of significance**, the Chi-Square table value for df = 4 is **9.488**.

Decision

Since **Calculated χ^2 (12.5) > Table value (9.488)**

Null hypothesis ($H0_1$) is rejected.

Interpretation

This indicates that **university students significantly exhibit an entrepreneurial mindset in the digital age**, influenced by digital technologies, startup ecosystems, and online business opportunities.

Objective 2

To analyze the influence of digital skills and technological exposure on the entrepreneurial intentions of university students.

Hypothesis

$H0_2$: Digital skills and technological exposure do not significantly influence entrepreneurial intentions of university students.

$H1_2$: Digital skills and technological exposure significantly influence entrepreneurial intentions of university students.

Survey Question

Do digital technologies motivate students to start their own business?

Response	**Observed Frequency**
Strongly Agree	35
Agree	30
Neutral	10
Disagree	15
Strongly Disagree	10
Total	**100**

Expected Frequency

E = 100 / 5 = 20

Response	**O**	**E**	**(O−E)**	**$(O-E)^2$**	**$(O-E)^2/E$**
Strongly Agree	35	20	15	225	11.25
Agree	30	20	10	100	5
Neutral	10	20	-10	100	5
Disagree	15	20	-5	25	1.25
Strongly Disagree	10	20	-10	100	5

Calculated χ^2 value

$\chi^2 = 11.25 + 5 + 5 + 1.25 + 5$

$\chi^2 = \mathbf{27.5}$

DOI: 10.48175/IJARSCT-31929

IJARSCT
International Journal of Advanced Research in Science, Communication and Technology
International Open-Access, Double-Blind, Peer-Reviewed, Refereed, Multidisciplinary Online Journal
ISSN: 2581-9429 Volume 6, Issue 5, March 2026 Impact Factor: 8.2

Degree of Freedom

$df = 5 - 1 = 4$

Table Value

At **5% significance level**, χ^2 table value = **9.488**

Decision

Since **Calculated χ^2 (27.5) > Table value (9.488)**

Null hypothesis ($H0_2$) is rejected.

Interpretation

The result shows that **digital skills and technological exposure significantly influence the entrepreneurial intentions of university students**. Digital platforms, e-commerce opportunities, and technological knowledge motivate students to explore startup ventures and innovative business models.

Overall Findings

The Chi-Square analysis indicates that digital transformation plays an important role in shaping the **entrepreneurial mindset and intentions of university students**. Exposure to digital technologies, online platforms, and innovation ecosystems encourages students to identify business opportunities and develop entrepreneurial capabilities.

Challenges:

1. Lack of Practical Entrepreneurial Education

One of the major challenges faced by university students in developing an entrepreneurial mindset is the limited focus on practical entrepreneurial education. Many universities still emphasize theoretical learning rather than experiential or skill-based training. As a result, students may possess academic knowledge but lack practical exposure to real business environments. Entrepreneurship requires skills such as opportunity identification, business planning, risk management, and decision-making, which cannot be fully developed through classroom lectures alone. Without access to internships, startup incubation programs, and industry interaction, students may feel unprepared to start entrepreneurial ventures in the digital age.

2. Limited Access to Financial Resources

Access to financial resources is another significant challenge for university students who aspire to become entrepreneurs. Starting a business, even a digital startup, often requires initial capital for technology infrastructure, marketing, and product development. Many students do not have sufficient personal funds or collateral to secure loans from financial institutions. In addition, lack of awareness about government startup schemes, venture capital, and angel investors may further restrict their ability to obtain financial support. This financial constraint discourages many innovative students from converting their ideas into viable business ventures.

3. Lack of Entrepreneurial Confidence and Risk-Taking Ability

Entrepreneurship involves uncertainty and risk, which may create hesitation among university students. Many students prefer stable employment opportunities rather than pursuing entrepreneurial ventures due to fear of failure and financial insecurity. Lack of confidence in their skills, knowledge, and business management capabilities also acts as a barrier. In the digital age, although opportunities are abundant, students must possess resilience and adaptability to deal with challenges such as market competition and technological changes. Without proper mentorship and guidance, students may struggle to develop the confidence required to become successful entrepreneurs.

4. Insufficient Digital and Technical Skills

Although the digital economy provides numerous opportunities for entrepreneurship, not all university students possess adequate digital and technical skills. Successful digital entrepreneurship requires knowledge of online marketing, data analytics, digital payment systems, website development, and e-commerce platforms. Students who lack these competencies may find it difficult to establish and manage technology-driven businesses. Furthermore, rapid technological changes demand continuous learning and skill development. If universities do not provide adequate

IJARSCT
International Journal of Advanced Research in Science, Communication and Technology
International Open-Access, Double-Blind, Peer-Reviewed, Refereed, Multidisciplinary Online Journal
ISSN: 2581-9429 Volume 6, Issue 5, March 2026 Impact Factor: 8.2

training in digital technologies and innovation, students may face difficulties in adapting to the evolving digital entrepreneurial environment.

5. Lack of Institutional and Mentorship Support

Another challenge faced by university students is the limited availability of institutional support and mentorship for entrepreneurship. Although some universities have incubation centers and startup development programs, these facilities may not be accessible to all students. Mentorship from experienced entrepreneurs, industry experts, and faculty members plays a crucial role in guiding students through the process of idea development, business planning, and market entry. Without proper guidance and networking opportunities, students may find it difficult to transform innovative ideas into sustainable businesses. Strong institutional support systems are therefore essential to encourage entrepreneurial activities among university students.

Remedies:

1. Strengthening Practical Entrepreneurship Education

Universities should integrate practical entrepreneurship education into their academic curriculum to develop entrepreneurial competencies among students. In addition to theoretical knowledge, institutions should focus on experiential learning methods such as business simulations, startup projects, case studies, and internships with entrepreneurial firms. Establishing entrepreneurship development programs, workshops, and innovation labs can help students gain real-world business exposure. Practical learning enables students to understand market dynamics, business planning, and opportunity recognition. Such initiatives enhance students' confidence and encourage them to explore entrepreneurial opportunities in the digital economy.

2. Improving Access to Financial Support

To overcome financial barriers, universities and government institutions should facilitate better access to funding opportunities for student entrepreneurs. Financial assistance can be provided through startup grants, seed funding programs, student innovation funds, and collaboration with financial institutions. Government initiatives such as startup support schemes and incubation funding should be promoted among students through awareness programs. Additionally, universities can connect students with angel investors and venture capitalists. Improved financial support systems can encourage students to convert innovative ideas into sustainable business ventures.

3. Developing Entrepreneurial Confidence and Risk Management Skills

Building entrepreneurial confidence among students is essential for encouraging them to pursue business ventures. Universities should organize motivational seminars, mentorship programs, and interaction sessions with successful entrepreneurs to inspire students. Training programs focused on leadership development, decision-making, and risk management can help students understand how to deal with business uncertainties. Exposure to entrepreneurial success stories and real-life experiences can reduce fear of failure and promote a positive entrepreneurial attitude. Developing resilience and self-confidence will motivate students to explore innovative ideas and entrepreneurial opportunities.

4. Enhancing Digital and Technological Skills

In the digital age, strengthening digital competencies among university students is crucial for promoting digital entrepreneurship. Universities should offer specialized courses and training programs related to digital marketing, data analytics, artificial intelligence, e-commerce, and financial technology. Workshops and certification programs on emerging technologies can equip students with the skills required to manage digital businesses. Access to modern technological infrastructure and online learning platforms also plays an important role in skill development. Improving digital literacy will enable students to effectively utilize technology for entrepreneurial innovation and business growth.

5. Strengthening Institutional Support and Mentorship Programs

Universities should establish strong institutional frameworks to support student entrepreneurship. This includes developing startup incubation centers, innovation hubs, and entrepreneurship cells that provide guidance and resources for aspiring entrepreneurs. Mentorship programs involving experienced entrepreneurs, industry professionals, and faculty members can provide valuable insights and practical support to students. Networking opportunities, startup

IJARSCT
International Journal of Advanced Research in Science, Communication and Technology
International Open-Access, Double-Blind, Peer-Reviewed, Refereed, Multidisciplinary Online Journal
ISSN: 2581-9429 Volume 6, Issue 5, March 2026 Impact Factor: 8.2

competitions, and collaboration with industry partners can further enhance entrepreneurial development. A supportive institutional environment encourages students to transform their innovative ideas into successful entrepreneurial ventures and contribute to economic development.

IV. CONCLUSION

Entrepreneurship has become an essential component of economic development and innovation, particularly in the context of the rapidly evolving digital age. The present study examined the entrepreneurial mindset among university students and analyzed the influence of digital exposure and technological skills on their entrepreneurial intentions. The findings of the study indicate that university students increasingly recognize entrepreneurship as a viable and promising career option. Digital technologies, online platforms, and access to information have created new opportunities for students to explore innovative business ideas and startup ventures.

The analysis also highlights that the development of an entrepreneurial mindset among students is influenced by factors such as digital literacy, creativity, opportunity recognition, and risk-taking ability. Universities play a significant role in shaping these competencies by providing entrepreneurship education, incubation support, and opportunities for practical learning. However, the study also identifies certain challenges such as limited access to financial resources, lack of practical entrepreneurial education, insufficient digital skills, and inadequate mentorship support.

Addressing these challenges requires collaborative efforts from educational institutions, policymakers, and industry stakeholders. Universities should strengthen entrepreneurship-oriented curricula, provide technological training, and promote startup ecosystems within the academic environment. Financial support mechanisms, mentorship programs, and innovation hubs can further encourage students to pursue entrepreneurial activities.

In conclusion, fostering an entrepreneurial mindset among university students is essential for promoting innovation, employment generation, and sustainable economic growth. In the digital era, empowering students with entrepreneurial knowledge and technological competencies will enable them to become future innovators and contributors to the global digital economy.

REFERENCES

[1]. Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50*(2), 179–211.

[2]. Kuratko, D. F. (2016). Entrepreneurship: Theory, process, and practice (10th ed.). Boston: Cengage Learning.

[3]. Giones, F., & Brem, A. (2017). Digital technology entrepreneurship: A definition and research agenda. *Technology Innovation Management Review, 7*(5), 44–51.

[4]. Ratten, V. (2020). Coronavirus (COVID-19) and entrepreneurship: Cultural, lifestyle and societal changes. *Journal of Entrepreneurship in Emerging Economies, 13*(4), 747–761.

[5]. Shane, S., & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. *Academy of Management Review, 25*(1), 217–226.