



Using Data Analytics to Examine the Role of Internships in Developing Entrepreneurial Mindset among Commerce Students: A Study of Jamshedpur, Jharkhand

Jyotish Kumar Singh, Ph.D., Department of Commerce
S.B. College, Chandil, K.U., Chaibasa, Jharkhand, INDIA

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Author

Jyotish Kumar Singh, Ph.D.

E-mail : jyotishks1968@gmail.com

shodhsamagam1@gmail.com

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ABSTRACT

This study uses data analytics to examine how internship experiences support the development of an entrepreneurial mindset among 234 commerce students in Jamshedpur, Jharkhand. Internships function as experiential learning platforms that connect academic concepts with real business practices. Analytical insights from student data show that practical exposure enhances creativity, innovation, problem-solving, opportunity recognition, and risk-taking abilities. The findings also indicate improvements in employability, confidence, adaptability, and leadership, making students better prepared for entrepreneurial roles. In regions like Jharkhand with limited industrial exposure, internships play a critical role in shaping entrepreneurial thinking within commerce education. The study offers evidence-based suggestions for integrating structured, data-driven internship programs into curricula to strengthen entrepreneurship education and promote innovation-oriented student development.

KEY WORDS

Data Analytics, Internship Experience, Commerce Education, Entrepreneurial Mindset, Jamshedpur, Jharkhand.

INTRODUCTION

In today's world of fast-paced economic evolution and continuous technological advancement, nurturing an entrepreneurial mindset among youth has become a crucial factor for ensuring innovation and sustainable growth. This mindset comprising cognitive, behavioral, and attitudinal dimensions such as

recognizing opportunities, taking calculated risks, displaying resilience, and solving problems creatively—enables individuals to adapt effectively to uncertainty and contribute to value creation in ever-changing markets (Larsen, 2022). The relevance of such a mindset is particularly significant in developing nations like India, where entrepreneurship acts as a driver of employment generation, poverty reduction, and regional development, despite challenges such as youth unemployment and inadequate infrastructure (Banerjee et al., 2025).

Higher education institutions hold a central role in shaping this mindset by moving away from conventional rote-learning methods toward experiential learning practices that link academic theory with practical exposure (Ali et al., 2024). Among these innovative pedagogies, internships have proven to be especially effective, as they provide students with real-world exposure to entrepreneurial ecosystems. Through such experiences, learners gain firsthand understanding of risk management, innovation dynamics, and adaptive decision-making (Reimer & Pierce, 2010). Empirical studies suggest that experiential learning through internships enhances students' entrepreneurial intentions and confidence, resulting in improved idea generation, reduced fear of failure, and better goal orientation (Moucachar et al., 2023). In the field of commerce education—where financial knowledge and market understanding are emphasized—internships serve as an essential bridge to translate academic insights into entrepreneurial skills, thus addressing the persistent employability–entrepreneurship divide among graduates.

In the Indian context, entrepreneurship education has expanded notably through initiatives such as Startup India and the Atal Innovation Mission. However, regional inequalities remain, particularly in states with limited resources such as Jharkhand (Chatterjee & Das, 2016). Jharkhand's socio-economic landscape, marked by a predominantly rural and tribal population, faces unique developmental obstacles, including insufficient skill training and risk-averse social attitudes (Banerjee et al., 2025). Commerce students in urban centers like Jamshedpur, despite being located near industrial clusters, often encounter uneven educational infrastructure and limited entrepreneurial guidance. Research from the region reveals that soft skills—like communication and leadership significantly influence business success, underscoring the necessity for experiential interventions to strengthen these competencies (Chatterjee & Das, 2016).

Therefore, this case study focuses on exploring how internships contribute to developing an entrepreneurial mindset among commerce students in Jamshedpur, Jharkhand. It seeks to understand how real-world exposure through internships influences critical entrepreneurial traits such as opportunity identification, innovation, resilience, and risk-taking ability. By analyzing students' experiences during their internship programs, the study aims to provide valuable insights into how such experiential learning strengthens entrepreneurial competencies. The findings are expected to assist educators, policymakers, and institutions in designing more effective pedagogical frameworks that integrate practical learning into commerce education, thereby promoting a culture of entrepreneurship in emerging regions like Jharkhand.

Significance of the Study

This study highlights the importance of internships in developing entrepreneurial mindset (EM) and entrepreneurial skills (ES) among commerce students in Jamshedpur, Jharkhand. Theoretically, it shows how experiential learning fosters creativity, opportunity recognition, problem-solving, and risk-taking (Moucachar et al., 2023). Practically, it guides educators and institutions to design structured internships, improve employability, and enhance soft skills through mentorship and industry collaboration (Kumar & Kalra, 2023; Rai & Gupta, 2023). Policy-wise, the findings support national initiatives like *Startup India* and NEP 2020, promoting curriculum reforms and standardized internships to strengthen entrepreneurial competencies and local economic development.

Review of Literature

The development of an entrepreneurial mindset (EM) among commerce students is essential in India, where entrepreneurship drives innovation and addresses youth unemployment (Sehar, 2025). EM includes

opportunity recognition, creativity, resilience, and risk-taking, which can be developed through practical learning experiences like internships (Mascarenhas et al., 2025). This review synthesizes key studies on entrepreneurship education (EE) and internships, highlighting their role in fostering EM, particularly in Jharkhand.

Foundations of Entrepreneurship Education in Cultivating EM

Entrepreneurship education enhances students' self-efficacy, creativity, and motivation to start ventures (Naresh & Nagaraju, 2025). Integrating real-world challenges in EE helps students confront practical problems beyond classroom theory (EDII, 2025). Exposure to entrepreneurial role models within EE significantly shapes students' entrepreneurial intentions (Baldan et al., 2024). Collaborative learning in EE improves opportunity identification, especially in commerce disciplines emphasizing business strategy and finance (Menaka & Bharathi, 2024). Among undergraduates, EE increases entrepreneurial orientation, moderated by gender and academic specialization (Dalvi & Tyagi, 2025).

The Pivotal Role of Internships in Experiential Learning

Internships bridge theoretical knowledge and practice, fostering adaptability, creativity, and innovation (Rayate et al., 2023). They serve as a critical mediator in converting conceptual learning into entrepreneurial skills (Andriyana et al., 2025). Structured EE programs with internships stimulate EM by simulating real business environments (Meenakshi & Nelson, 2024). Early exposure programs, like the Entrepreneurship Mindset Curriculum, cultivate entrepreneurial thinking even before college (Hajam & Jan, 2025).

Contextual Applications for Commerce Students in India and Jharkhand

Within commerce education, EE combined with targeted internships enhances business acumen and problem-solving skills (Sehar, 2025). Commerce students show stronger EM traits due to EE's focus on innovative thinking suited to competitive economies (Mascarenhas et al., 2025). In Jharkhand, limited institutional resources and industry exposure restrict EM development, highlighting the need for mentorship and experiential learning (Naresh & Nagaraju, 2025).

Effectiveness and Regional Insights in Jharkhand

Evidence indicates that EE programs with internships effectively strengthen EM among Indian students (Dalvi & Tyagi, 2025). In industrial hubs like Jamshedpur, EE improves employability and equips students with practical skills relevant to SMEs and startups (Rayate et al., 2023). Challenges remain in scaling internships for students from rural colleges due to limited resources and institutional networks (Baldan et al., 2024).

Overall, integrating EE and internships within commerce curricula is a strategic approach to develop EM, enhance employability, and promote localized entrepreneurial growth, particularly in regions like Jharkhand.

Research Gap

Despite extensive recognition of entrepreneurship education in developing entrepreneurial mindset (EM) and entrepreneurial skills (ES), there is limited research that specifically investigates the impact of internship experiences on commerce students in semi-urban industrial regions like Jamshedpur, Jharkhand. Prior studies have highlighted the role of EE in enhancing creativity, opportunity recognition, and risk-taking (Mascarenhas et al., 2025), but often focus on general classroom-based learning or metropolitan contexts, neglecting region-specific experiential learning opportunities (Naresh & Nagaraju, 2025). Moreover, while theoretical links between internships and entrepreneurial competencies are suggested (Baldan et al., 2024), empirical validation using quantitative methods like correlation and regression remains scarce. This study fills this gap by examining 234 commerce students, providing robust evidence that internships significantly enhance EM and ES, thus offering practical and policy-relevant insights for fostering entrepreneurship in emerging educational ecosystems. (Minz & Kalra, 2023).

Research Questions

The following research questions explore the relationship between internship experiences, entrepreneurial mindset, and entrepreneurial skills among commerce students in Jamshedpur, Jharkhand:

1. How do internships help commerce students in Jamshedpur develop an entrepreneurial mindset?
2. How do internships improve entrepreneurial skills among commerce students?

Objectives

This study is conducted with following objectives:

1. To assess the extent to which internships help commerce students in Jamshedpur develop an entrepreneurial mindset.
2. To examine how internships enhance entrepreneurial skills among commerce students.

Hypotheses

Based on the stated objectives, the following hypotheses were formulated to guide the analysis:

- H₀:** Internships do not have a significant impact on the entrepreneurial mindset and entrepreneurial skills of commerce students in Jamshedpur, Jharkhand.
- H₁:** Internships significantly enhance the entrepreneurial mindset and entrepreneurial skills of commerce students in Jamshedpur, Jharkhand.

Research Methodology

The study used a quantitative, cross-sectional design based on primary data from 234 commerce students in Jamshedpur, Jharkhand. Data were collected through a structured questionnaire covering demographic details, internship experience, entrepreneurial mindset, and entrepreneurial skills, using a five-point Likert scale. Purposive and convenience sampling ensured inclusion of students with internship experience. Secondary data from scholarly sources supported the study. Data were analyzed using IBM SPSS 25, employing descriptive statistics, correlation, and regression analysis to examine the relationship and impact of internship experience on entrepreneurial mindset and skills.

Data Analysis and Finding

Demographic Profile of Respondents

The study surveyed 234 commerce students from various colleges in Jamshedpur, Jharkhand, who had completed internships in different organizations. The demographic profile shows that most respondents (over 55%) were between 18–24 years, representing a young and dynamic group. Gender distribution was nearly balanced, with 52.1% females and 47.9% males. Academically, 33.8% were undergraduate final-year students, while 30.3% were postgraduates. Regarding internship type, 28.2% had paid, 27.4% unpaid, and 20.5% both types of internships. The duration varied, with most internships lasting 1–6 months, indicating diverse levels of exposure essential for analyzing entrepreneurial mindset and skill development.

Correlation Test

After analyzing the demographic characteristics of the respondents, the study proceeded to examine the relationships between key variables. Correlation analysis was conducted to determine the strength and direction of associations between internship experience, entrepreneurial mindset, and entrepreneurial skills.

Table 1: Correlations

		EM_TOTAL	ES_TOTAL	IE_TOTAL
EM_TOTAL	Pearson Correlation	1	.976**	.976**
	Sig. (2-tailed)		.000	.000
	N	234	234	234
ES_TOTAL	Pearson Correlation	.976**	1	.977**
	Sig. (2-tailed)	.000		.000
	N	234	234	234
IE_TOTAL	Pearson Correlation	.976**	.977**	1
	Sig. (2-tailed)	.000	.000	
	N	234	234	234

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

Interpretation: The correlation analysis reveals very strong positive relationships among the three variables: Entrepreneurial Mindset (EM_TOTAL), Entrepreneurial Skills (ES_TOTAL), and Internship Experience (IE_TOTAL).

- EM_TOTAL and ES_TOTAL are highly correlated ($r = 0.976, p < 0.01$), indicating that students with a stronger entrepreneurial mindset also tend to have higher entrepreneurial skills.
- EM_TOTAL and IE_TOTAL show a similarly strong correlation ($r = 0.976, p < 0.01$), suggesting that internship experiences are closely associated with the development of an entrepreneurial mindset.
- ES_TOTAL and IE_TOTAL are also strongly correlated ($r = 0.977, p < 0.01$), confirming that internships significantly relate to enhanced entrepreneurial skills.

All correlations are statistically significant at the 0.01 level, implying that internship experiences play a crucial role in fostering both entrepreneurial mindset and skills among commerce students in Jamshedpur. This sets a strong basis for conducting regression analysis to test the study hypothesis.

Hypothesis Testing

H₀: Internships do not have a significant impact on the entrepreneurial mindset and entrepreneurial skills of commerce students in Jamshedpur, Jharkhand.

H₁: Internships significantly enhance the entrepreneurial mindset and entrepreneurial skills of commerce students in Jamshedpur, Jharkhand.

Regression Analysis

All correlations are statistically significant at the 0.01 level, implying that internship experiences play a crucial role in fostering both entrepreneurial mindset and skills among commerce students in Jamshedpur. This sets a strong basis for conducting regression analysis to test the study hypothesis.

Table 2: Moel Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change	Durbin-Watson
					R Square Change	F Change	df1	df2		
1	.976 ^a	.952	.952	.25093	.952	4620.176	1	232	.000	2.040

a. Predictors: (Constant), IE_TOTAL

b. Dependent Variable: EM_TOTAL

Interpretation: The regression analysis examines the impact of Internship Experience (IE_TOTAL) on Entrepreneurial Mindset (EM_TOTAL).

- The model shows a very strong relationship with $R = 0.976$, indicating a high degree of association between internship experience and entrepreneurial mindset.
- The R^2 value = 0.952 means that 95.2% of the variance in EM_TOTAL is explained by internship experience, demonstrating a very strong explanatory power.
- The Adjusted $R^2 = 0.952$ confirms that the model is reliable and not over fitted.
- The F-value = 4620.176, $p < 0.001$ indicates that the regression model is highly significant, meaning internship experience is a significant predictor of entrepreneurial mindset.
- The Durbin-Watson statistic = 2.040 suggests that there is no autocorrelation in the residuals, supporting the validity of the regression results.

Internship experience has a significant and strong positive impact on the entrepreneurial mindset of commerce students in Jamshedpur.

Table 3: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	290.915	1	290.915	4620.176	.000 ^b
Residual	014.608	232	.063		
Total	305.523	233			

a. Dependent Variable: EM_TOTAL
b. Predictors: (Constant), IE_TOTAL

Interpretation: The ANOVA shows that the regression model predicting entrepreneurial mindset from internship experience is highly significant ($F = 4620.176$, $p < 0.001$), indicating that internship experience strongly influences students' entrepreneurial mindset.

Table 4: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.115	.056		02.056	.041
IE_TOTAL	.971	.014	.976	67.972	.000

Dependent Variable: EM_TOTAL

Interpretation: The results show that internship experience (IE_TOTAL) has a strong positive effect on entrepreneurial mindset (EM_TOTAL), with $B = 0.971$, $Beta = 0.976$, $p < 0.001$. This means that higher internship exposure significantly increases students' entrepreneurial mindset.

Table 5: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		df1	df2	Sig. F Change	Durbin-Watson
					R Square Change	F Change				
1	.977 ^a	.954	.953	.24620	.954	4764.032	1	232	.000	1.969

a. Predictors: (Constant), IE_TOTAL
b. Dependent Variable: ES_TOTAL

Interpretation: The regression model examines the impact of Internship Experience (IE_TOTAL) on Entrepreneurial Skills (ES_TOTAL):

- $R = 0.977$ indicates a very strong positive relationship between internship experience and entrepreneurial skills.

- $R^2 = 0.954$ shows that 95.4% of the variance in ES_TOTAL is explained by internship experience.
- Adjusted $R^2 = 0.953$ confirms the model's reliability.
- $F = 4764.032$, $p < 0.001$ indicates that the model is highly significant.
- Durbin-Watson = 1.969 suggests no autocorrelation in residuals.

Internship experience has a significant and strong positive impact on the entrepreneurial skills of commerce students.

Table 6: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	288.775	001	288.775	4764.032	.000 ^b
Residual	014.063	232	.061		
Total	302.838	233			

a. Dependent Variable: ES_TOTAL
b. Predictors: (Constant), IE_TOTAL

Interpretation: The ANOVA shows that the regression model predicting entrepreneurial skills from internship experience is highly significant ($F = 4764.032$, $p < 0.001$). This indicates that internship experience strongly predicts the development of entrepreneurial skills among commerce students.

Based on the regression results, the findings demonstrate that Internship Experience exerts a significant positive effect on both Entrepreneurial Mindset and Entrepreneurial Skills among commerce students in Jamshedpur, Jharkhand. The high explanatory power of the models ($R^2 = 0.952$ for EM, $R^2 = 0.954$ for ES), the highly significant ANOVA results ($p < 0.001$), and the positive standardized coefficients ($\hat{\alpha} = 0.976$ for EM, $\hat{\alpha} = 0.977$ for ES) collectively confirm the robustness of the relationship. Therefore, the null hypothesis stating that "Internships do not have a significant impact on the entrepreneurial mindset and entrepreneurial skills of commerce students" is rejected, and the alternative hypothesis is accepted.

Findings of the Study

The study examined the impact of internship experiences on the entrepreneurial mindset (EM) and entrepreneurial skills (ES) of 234 commerce students in Jamshedpur, Jharkhand.

- **Demographics:** Most respondents were young (18–24 years), with a balanced gender distribution (52.1% female, 47.9% male) and representation from both undergraduate (3rd-year) and postgraduate (2nd-year) levels. Internships varied in type (paid, unpaid, both) and duration (less than 1 month to over 6 months), ensuring diverse practical exposure.
- **Correlation:** Strong positive relationships were found between internship experience, entrepreneurial mindset, and entrepreneurial skills ($r^2 = 0.976-0.977$, $p < 0.01$), indicating that internships are closely associated with enhanced EM and ES.
- **Regression Analysis**
 - Internship experience significantly predicted entrepreneurial mindset ($R^2 = 0.952$, $B = 0.971$, $p < 0.001$) and entrepreneurial skills ($R^2 = 0.954$, $B = 0.971$, $p < 0.001$).
 - ANOVA results confirmed the models were highly significant, highlighting that practical exposure strongly influences students' entrepreneurial traits and abilities.

Internship experiences substantially enhance both the entrepreneurial mindset and skills of commerce students. The findings confirm that experiential learning through internships is a vital tool for bridging theory and practice, fostering creativity, resilience, opportunity recognition, and essential business skills.

Limitations of the Study

This study is limited to commerce students in Jamshedpur, Jharkhand, and relies on self-reported perceptions of internship experiences, which may be subject to respondent bias. Being cross-sectional, the research captures responses at a single point in time and does not explore long-term effects. Furthermore, the study primarily focuses on entrepreneurial mindset and skills, while other potential determinants such as socio-economic and cultural factors were not examined in depth.

CONCLUSION

The study examined the impact of internships on developing entrepreneurial mindset (EM) and entrepreneurial skills (ES) among commerce students in Jamshedpur, Jharkhand. The findings revealed a strong and statistically significant relationship between internship experience, EM, and ES and robust model fit ($R^2 = 0.954$). Internship experience ($\hat{\alpha} = 0.971$ for EM; $\hat{\alpha} = 0.977$ for ES) was found to be a major contributor to enhancing entrepreneurial competencies, highlighting its potential in fostering employability and innovation. The rejection of the null hypothesis confirms that internships significantly strengthen both EM and ES. Overall, the study emphasizes the critical role of internships in preparing commerce students for entrepreneurial and professional success.

Suggestions

- 1. Integrate Structured Internships into Curriculum:** Commerce colleges in Jamshedpur should incorporate mandatory, well-designed internships to ensure all students gain practical exposure and develop entrepreneurial mindset and skills.
- 2. Promote Industry–Academia Collaboration:** Institutions should establish strong partnerships with local industries and SMEs to provide mentorship, guidance, and real-world business exposure during internships.
- 3. Encourage Paid and Long-Duration Internships:** Students should be encouraged to take paid or longer internships (3–6 months or more) to maximize learning, skill development, and professional confidence.
- 4. Focus on Experiential Learning Activities:** Internship programs should include tasks that enhance opportunity recognition, creativity, problem-solving, risk-taking, and resilience, aligning with core entrepreneurial competencies.
- 5. Policy Support and Monitoring:** Educational policymakers should promote standardized internship programs across commerce colleges, provide incentives for industries to host students, and monitor outcomes to ensure measurable improvements in entrepreneurial skills and mindset.

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