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Entrepreneurial Skills and Intention of Graduate Students for Business Start-ups: A Survey from India

Slima Pinto[a], Prakash Pinto[b], Saad Znad Darwish[c], Iqbal Thonse Hawaldar[d], [a]Department of Business Administration St Joseph Engineering College, Vamanjoor, Mangalore, India, [b]Professor and Dean Department of Business Administration St Joseph Engineering College, Vamanjoor, Mangalore, India, [c]Prof of Business Administration at the Kingdom University, Bahrain, [d]Professor in the Kingdom University, Bahrain Email: [a]pintoslima625@gmail.com, [b]prakashpinto74@gmail.com, [c]Saad.Darwish@ku.edu.bh, [d]thiqbal34@gmail.com

Entrepreneurship triggers the economic condition of a country. Entrepreneurship increases the standard of living and has provided opportunities to improve the standard of living. There are several studies on the relationship between the entrepreneurial characteristics and entrepreneurial intention of students. There are very few studies on the need and importance of entrepreneurial skills over the entrepreneurial intention of graduate students. This paper concentrates on the 537 graduate students of science, commerce, and arts. The reason for selecting these students is to understand the level of involvement in entrepreneurial activity and their preparedness to take up entrepreneurship as a career. Hypotheses were tested with descriptive statistics, factor analysis and chi-square tests. This study helps to understand the willingness of students towards entrepreneurship. This paper focuses on the entrepreneurial skills required to equip graduate students to choose entrepreneurship as a career. The role of institutions in increasing the interest of students towards entrepreneurship.

Keywords: *Entrepreneurship, Entrepreneurial skills, Entrepreneurial intentions, Entrepreneurial problems, Entrepreneurial university, Career.*

Subject Classification Codes: L26, I25, M13

Introduction

In the present scenario, it is essential to note that unemployment among graduates is common (Audretsch & Mahmood, 1994; Gürol & Atsan, 2006; Othman, Ghazali, & Sung, 2006; Koe, 2016). The students, as soon as they complete their studies, look for corporate jobs. In the near circumstance, it is difficult to get the desired position. The various reasons for this might be low academic performance, lack of confidence, poor communication skills, lack of knowledge and many more (Robinson, 2008; Ullal et al., 2019). These problems can be dazed through proper guidance and attention from educational activities or courses.

Entrepreneurial skills are the foundation for continued economic growth in the future (Robinson, 2008; Pinto et al., 2019). Entrepreneurship equips the youth with essential foundational knowledge and skills such as emotional intelligence and risk-taking. It also helps with their appreciation for self-employment opportunities. When the young generation finds themselves in a situation where they are unemployed, they do not give up instead they can use their skills to create new opportunities as entrepreneurs (Chen et al., 2015). Of course, teaching a culture of entrepreneurship cannot entirely eradicate the problem of youth unemployment. However, it can reduce unemployment by giving young people the skills they need to create their own business and generate work for themselves and others outside the formal job market.

Institutions play a vital role in developing the entrepreneurial qualities of students to take up entrepreneurship as their career (Galloway & Brown, 2002). The use of interactive sessions on business ideas will help students to understand about self-employment, and it also motivates them to think it over and take up entrepreneurship in future (Kirby, 2004; Hawaldar et al. 2016).

The interaction with the entrepreneurs, their experience, and the life story can inspire young minds to take up entrepreneurship as a challenge. The students also learn a lot about dealing with the economic conditions, market conditions, demand concepts, recruitment, maintaining a healthy work environment, management of finance and more (Chen et al., 2015). Therefore, it is necessary to identify the student's requirements on the need for entrepreneurial development and help them to work towards their goals.

A set of career management skills is necessary for securing a suitable job and educational opportunities. Entrepreneurship requires a rare kind of tenacity and independence, a willingness to initiate and persevere through doubt and uncertainty. While entrepreneurship will test you, it can also be incredibly rewarding, or it can give you failures due to common mistakes by new entrepreneurs (Darwish, 2019). Nowadays, youths are aware of entrepreneurship as a potential career path through social media with entrepreneurial

examples and entrepreneurship education which leads to increasing interest in venturing into this field. There is an equal amount of distress to failure. The introduction of entrepreneurship subject in the curriculum will help the students to understand about innovation and creativity (Ullal et al., 2020; Nethravathi et al., 2020). Future entrepreneurs must be aware of the success elements that make them successful to fully characterise the future of their start-up (Darwish et al., 2018).

College is the ideal place to instil entrepreneurial attitudes and abilities in students. These young people are building their knowledge and hope for promising careers, but they will set out on a path that evolves with their experiences and preferences (Raposo & Paco, 2011). The present study focuses on the skills required to take up entrepreneurship as a career and the role of educational institutions in instilling the entrepreneurial intention in the minds of the students.

Literature Review

Pool and Sewell (2007) revealed the importance of skills and knowledge of graduate students. Entrepreneurship is neither science nor art. It is a discipline and practice. It has a knowledge base, and like any other discipline, it can be learned (Drucker, 1985). Entrepreneurship is a significant contributor to employment opportunities and generation of social and economic wealth (Chen et al., 2015). Cooper and Dunkelberg (1986) indicated that starting a business is not an easy task. It involves risk-taking, negotiating skills and taking initiatives. Entrepreneurship is an innovative task of conceiving and moulding a business by creating something where nothing existed before (Dohse & Walter, 2012). Darwish (2014) examined the role of knowledge and universities in forming entrepreneurial interests were knowledge is dynamic, rare, valuable and unlimitable. Arenius & Clercq (2005) argued that the employment choice of an individual to become an entrepreneur depends on traits, ability, and skills. Mcmullan and Long (1987), Darwish et al. (2019), Ullal et al. (2020) proposed that entrepreneurial education includes skill-enhancing subjects like negotiations, leadership, creative thinking, innovation, artificial intelligence and developing a new product.

Chen et al. (2015) claimed that entrepreneurial education could be used to endow the students with entrepreneurial skills which devise them to take up entrepreneurship as a career. Chen also suggests that orthodox teaching teaches students to perform, reproduce and to be employed. In contrast, entrepreneurship apprises them to be self-judgmental and self-employed, which cannot be taught in orthodox learning. Raposo and Paco (2011) contended that education provides individuals with a sense of autonomy, independence, and self-confidence. Education also provides knowledge that can be used by individuals to develop new entrepreneurial opportunities. Giacomin et al. (2011) pointed out that participation and involvement in social club activities, innovative social practice and encouraging students to

cultivate creative thinking, risk-taking ability, improve team skills help them to be prepared to enter the workplace. Souitaris et al. (2007) classified that exogenous variables such as traits, demographics, skills and social, cultural and financial support influence the attitude and importance of students. The attitude and intention of students will drive them towards making their careers through entrepreneurship. Raposo and Paco (2011) contended that entrepreneurship education should exist, not just in the classroom, but in the ecosystem that envelopes the campus and beyond. By developing a culture that embraces experimentation and innovation, creates a physical campus that includes living and learning spaces for entrepreneurs. The graduates show the least interest in entrepreneurship. The educational institutes are required to boost the students by involving them into various entrepreneurial activities (Pinto et al., 2019). Hence, it promotes programs and activities that enable students to practice and learn.

Objectives of the Study

(1) To investigate the entrepreneurial skills of graduate students,
(2) To explore the interest level of graduate students towards Entrepreneurship,
(3) To examine the role of university/ colleges on encouraging entrepreneurship.

Statement of the Problem

Entrepreneurship education requires practice. When professors lecture, the interaction is mainly one way. In entrepreneurship, however, there are no concepts that can be transferred from professor to student, memorise and applied to all business. One can never predict what will happen, mainly when entrepreneurs are introducing innovative solutions. Students need to learn how to think and act when outcomes are uncertain. Classes need to have fewer lectures and more experimentation, team problem solving, reflection and practice. Hence the present study reveals the various skills of the students to take up entrepreneurship as a career. It also explores the role of educational institutions to increase the interest of the students towards entrepreneurship.

Research Hypothesis

Chi-square test of independence has been used to test the association of professional goal of the respondent to become an entrepreneur with the entrepreneurial skills of the respondents and the role of colleges in encouraging entrepreneurship. Following hypotheses are used to test the association between the variables:

H_1: The professional goal to become an entrepreneur is independent of the confidence of respondents.

H_2: The professional goal to become an entrepreneur is dependent on the supportive/favourable environment of the colleges to the students.
H_3: The professional goal to become an entrepreneur is independent of the leadership skills of respondents.

Research Methodology

A sample of 537 graduate students from six prominent colleges in Mangalore city has been considered for the purpose of the present study. Karnataka is one of the leading States in driving India's economic growth. The state covers an area of 1, 91,791 square kilometres or 5.83% of the total geographical area of India. It is the eighth largest state in India by area. Karnataka is considered as one of the most desired industrial locations in the country for setting up industries (Rangaprasad, 2016). Descriptive statistics, factor analysis, and Chi-Square Tests have been used for analysing the collected data. The descriptive analysis examines the accuracy of the data entry process; measures the inconsistency of responses and reveals the spread of data points across the sides of the distribution. The understanding of descriptive statistics helps in the interpretation and generalisation of research results. In the context of the present study, the data were analysed in terms of frequency tables, mean, and standard deviation. The purpose was to understand the fundamental characteristics of sample data and to make the inferences more meaningful for the targeted audience. Factor Analysis is used to examine the factor structure of underlying constructs and to provide information about the stability of the factor structure that facilitates the measurement process. Factor Analysis with principal component analysis and varimax rotation has been applied. The following section presents the analysis of data.

Analysis and Discussion

Demographic Profile

Table 1 presents the demographic profile of the respondents pursuing their studies in Mangaluru city, Karnataka, India. It consists of various characteristics such as gender, religion, academic year, the stream of study and their entrepreneurial interest. Descriptive statistics with mean and standard deviation methods are used to examine the surveyed data. The analysis of the data provides clear background information.

Table 1: Demographic Profile

		Frequency	Per cent
Gender of the Respondents	Female	244	45.4
	Male	293	54.6
	Total	537	100.0
	Total	537	100.0
	Mean	1.5456	
	Std. Deviation	.49838	
The religion of the Respondents	Hindu	169	31.5
	Muslim	149	27.7
	Christian	210	39.1
	Other	9	1.7
	Total	537	100.0
	Mean	2.1099	
	Std. Deviation	.87302	
Academic Year of the Respondents	3rd	454	84.5
	4th	83	15.5
	Total	537	100.0
	Mean	3.1546	
	Std. Deviation	.36182	
Stream of Study	B. Com	146	27.2
	BBA	157	29.2
	BE	83	15.5
	BA	123	22.9
	B. Sc	28	5.2
	Total	537	100.0
	Mean	2.4972	
	Std. Deviation	1.25205	
Professional Goal of the Respondents is to become an Entrepreneur	Yes	159	29.6
	No	100	18.6
	Not Sure	278	51.8
	Total	537	100.0
	Mean	2.2216	
	Std. Deviation	.87527	

Table 1 presents the demographic profile of the respondents. Out of 537 respondents, 54.6% are male, and 45.4% are female with mean value of 1.54 and standard deviation of 0.498. In addition, 39.1% of the respondents are Christians, 31.5% are Hindus, 27.7% are Muslims, and the remaining 1.7% belong to other religions with mean value 2.10 and standard

Deviation 0.873. With regard to the academic year, 84.5% of respondents belong to the 3rd academic year, and 15.5% are from 4th year with the mean value of 3.15 and standard deviation of 0.361. The stream of study the respondents have taken in the graduate studies is 29.2% BBA, 27.2% B. com, 15.5% BE and 5.2% B. Sc with the mean value of 2.49 and standard deviation of 1.25. Just 51.8% of the respondents are not sure about their entrepreneurial career, 29.6% want to be an entrepreneur; 18.6 % of the respondents are reluctant towards entrepreneurship with the mean value of 2.22 and standard deviation of 0.875.

Descriptive Analysis of the Research Data

The entrepreneurial skills of the respondents are analysed using descriptive statistics. The results of the study analyses the entrepreneurial skills such as willpower, own ideas, decision making, testing own abilities, risk-taking, thinking innovatively, seeking opportunity, being competitive, need for achievement, desire for autonomy, flexibility, disciplined, multi-tasking, persistence and confidence. The frequency, percentage, the mean and standard deviation of these entrepreneurial skills are measured to understand the skills of the respondents.

Table 2: Entrepreneurial Skills of Respondents

		Very Poor	Poor	Not sure	Good	Very Good	Total	Mean	Std. Deviation
Willpower	Frequency	8	21	39	289	180	537	4.139	.8246
	Percentage	1.5	3.9	7.3	53.8	33.5	100		
Own Ideas	Frequency	6	28	31	323	149	537	4.081	.7992
	Percentage	1.1	5.2	5.8	60.1	27.7	100.0		
Taking part in decision making	Frequency	4	29	41	283	180	537	4.128	.824
	Percentage	.7	5.4	7.6	52.7	33.5	100.0		
Testing own Abilities	Frequency	5	38	63	278	153	537	3.998	.877
	Percentage	.9	7.1	11.7	51.8	28.5	100.0		
Ability to Take Risk	Frequency	15	67	82	213	160	537	3.933	.957
	Percentage	2.8	12.5	15.3	39.7	29.8	100.0		
Thinking Innovatively	Frequency	7	48	79	243	160	537	3.811	1.080
	Percentage	1.3	8.9	14.7	45.3	29.8	100.0		
Seeking Opportunity	Frequency	12	48	43	267	167	537	3.985	.975
	Percentage	2.2	8.9	8.0	49.7	31.1	100.0		
Being Competitive in any Task	Frequency	3	46	57	265	166	537	4.014	.899
	Percentage	.6	8.6	10.6	49.3	30.9	100.0		
Need for Achievement	Frequency	2	22	41	268	204	537	4.210	.781
	Percentage	.4	4.1	7.6	49.9	38.0	100.0		
Desire for Autonomy	Frequency	8	33	97	286	113	537	3.862	.867
	Percentage	1.5	6.1	18.1	53.3	21.0	100.0		

Flexibility	Frequency	16	26	120	200	175	537	3.916	1.003
	Percentage	3.0	4.8	22.3	37.2	32.6	100.0		
Disciplined	Frequency	29	95	126	209	78	537	3.394	1.099
	Percentage	5.4	17.7	23.5	38.9	14.5	100.0		
Multi-tasking	Frequency	37	80	181	176	63	537	3.275	1.071
	Percentage	6.9	14.9	33.7	32.8	11.7	100.0		
Persistence	Frequency	56	95	139	189	58	537	3.182	1.160
	Percentage	10.4	17.7	25.9	35.2	10.8	100.0		
Confidence	Frequency	41	99	156	187	54	537	3.212	1.094
	Percentage	7.6	18.4	29.1	34.8	10.1	100.0		

Table 2 presents the entrepreneurial skills of the final year graduate students. 53.8% have good will power, 33.5% are very good, 7.3% are not sure, 3.9% are poor, and 1.5% is very poor. 60.1% are good at having their own ideas, 27.7% are very good, 5.8% are not sure, 5.2% are poor, and 1.1% are very poor. 52.7% of the respondents are good at making decisions, 33.5% are very good, 7.6% are not sure, 5.4% are poor, 0.7% is very poor. 51.8% are good at testing their abilities, 28.5% are very good, 11.7% are not sure, 7.1% are poor, and 0.9% are very poor. 39.7% of the respondents are good at taking the risk, 29.8% are very good, 15.3% are not sure, 12.5% are poor, and 2.8% are very poor. 45.3% of the respondents are good at thinking innovatively, 29.8% are very good, 14.7% are not sure, 8.9% poor and 1.3% very poor. 49.7% of the respondents are good at seeking opportunities, 31.1% are very good, 8.9% poor, 8% are not sure and 2.2% very poor. 49.3% of the respondents are good at being competitive at any task, 30.9% are very good, 10.6% not sure, 8.6% are poor and 0.6% very poor. The need for achievement of the respondents is 49.9% good, 38% very good, 7.6% not sure, 4.1% poor and 0.4% very poor. The respondent's desire for autonomy is 53.3% are good, 21% are very good, 18.1% are not sure, 6.1% are poor, and 1.5% is very poor. 37.2% of the respondents agree that they are flexible to any situation, 32.6% strongly agree, 22.3% are neutral, 4.8% disagree, and 3% strongly disagree. 38.9% of the respondents agree that they are disciplined, 23.5% are neutral, 17.7% disagree, 14.5% strongly disagree, and 5.4% strongly disagree. 33.7% of the respondents are neutral on their multi-tasking skill, 32.8% agree, 14.9% disagree, 11.7% strongly agree, and 6.9% strongly disagree. 35.2% of the respondents agree that they are persistent in their task, 25.09 are neutral. 17.7% disagree, 10.8% strongly agree, and 10.4% strongly disagree. 34.8%of the respondents agree that they are confident, 29.1% are neutral, 18.4% disagree, 10.1% strongly agree, and 7.6% strongly disagree. It is observed that most of the respondents are good at entrepreneurial skills. The highest mean value is for “Need for Achievement 4.21 with .781 standard deviation followed by “Willpower” mean value 4.13 with standard deviation .8246.

Reliability Test for the Entrepreneurial Skills

The entrepreneurial skills among the respondents are measured through 15 statements using a five-point Likert scale.

Table 3: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	N of Items
.719	.719	15

From table 3, calculated Cronbach's Alpha of 0.719 indicates that there is a high level of internal consistency for 15 items defined, which intern concludes the scale used to measure entrepreneurial skills is highly reliable.

Factor Analysis

Factor analysis is conducted to describe and summarise a large number of variables, i.e. the entrepreneurial skills of the respondents into smaller sets of variables called factors. These observed variables of entrepreneurial skills correlate with each other. Fifteen variables of entrepreneurial skills are analysed, and the results are as follows.

Table 4: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.772
Bartlett's Test of Sphericity	Approx. Chi-Square	1803.173
	Df	105
	Sig.	.000

In table 4, Kaiser-Meyer-Olkin (KMO) = 0.772 > 0.50, indicates that the sample size is sufficient to conduct factor analysis. The Bartlett's test p-value is 0.000<0.05, therefore there exists a correlation between variables and thus factor analysis can be carried out.

Table 5: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.607	24.046	24.046	3.607	24.046	24.046	2.519	16.792	16.792
2	2.414	16.091	40.137	2.414	16.091	40.137	2.427	16.178	32.970
3	1.047	6.980	47.117	1.047	6.980	47.117	1.584	10.558	43.528
4	1.027	6.847	53.965	1.027	6.847	53.965	1.566	10.437	53.965

Extraction Method: Principal Component Analysis.

Table 5 represents that the first factor accounts for 24.04% of the variance. The second factor accounts for 16.09% of the variance. The third factor accounts for 6.98% of the variance, and the fourth factor accounts for 6.84% of the variance. All the remaining factors are not significant.

Table 6: Rotated Component Matrix

	Component			
	1	2	3	4
Own ideas	**.750**	.078	-.178	.233
Thinking Innovatively	**.656**	-.041	.266	.070
Willpower	**.611**	-.045	.144	.174
Desire for Autonomy	**.567**	-.119	.264	-.087
Need for Achievement	**.521**	-.044	.226	.169
Testing own Abilities	**.435**	.034	.371	.381
Perseverance	-.121	**.768**	.177	-.218
Multi-tasking	-.031	**.765**	.314	-.122
Confidence	-.079	**.674**	-.111	.023
Disciplined	-.114	**.671**	-.213	.326
Flexibility	.330	**.538**	-.150	-.024
Being Competitive in any Task	.207	-.096	**.744**	.234
Taking Part in Decision Making	.331	.113	**.579**	.138
Ability to Take Risk	.249	-.094	.061	**.763**
Seeking Opportunity	.112	.007	.316	**.685**

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalisation.
a. Rotation converged in 5 iterations.

From table 6, it is inferred that the variables are loaded into four factors. They are named as follows.

Table 7: Factor Loadings for the Entrepreneurial Skills

Factor	Items included	Name of the factor	Percentage Contribution
Factor 1	Own ideas	Accomplishment	24.046
	Thinking Innovatively		
	Willpower		
	Desire for Autonomy		
	Need for Achievement		
	Testing own Abilities		

Factor 2	Perseverance	Resourceful	16.091
	Multi-tasking		
	Confidence		
	Disciplined		
	Flexibility		
Factor 3	Being Competitive in any Task	Aggressive	6.980
	Taking Part in Decision Making		
Factor 4	Ability to Take Risk	Bold	6.847
	Seeking Opportunity		

Descriptive Statistics for the Role of Colleges in Encouraging Entrepreneurship

Some sets of skills that are included in the college curriculum are analysed through descriptive statistics. The role of colleges in encouraging entrepreneurship is examined.

Table 8: The Role of College in encouraging entrepreneurship

		Strongly Disagree	Disa gree	Neutral	Agree	Strongly Agree	Total	Mean	Std. Deviation
Enhance Communication Skills	Frequency	17	22	87	23 6	175	537	3.987	0.968
	Percentage	3.2	4.1	16.2	43.9	32.6	100.0		
Practical Management Skills	Frequency	12	45	124	233	123	537	3.763	0.970
	Percentage	2.2	8.4	23.1	43.4	22.9	100.0		
Critical Thinking and Assessment Skills	Frequency	16	41	150	218	112	537	3.687	0.982
	Percentage	3.0	7.6	27.9	40.6	20.9	100.0		
Time Management Skills	Frequency	17	56	136	220	108	537	3.644	1.015
	Percentage	3.2	10.4	25.3	41.0	20.1	100.0		
Leadership Skills	Frequency	26	41	115	228	127	537	3.724	1.057
	Percentage	4.8	7.6	21.4	42.5	23.6	100.0		
Negotiation Skills	Frequency	17	59	144	226	91	537	3.784	0.982
	Percentage	3.2	11.0	26.8	42.1	16.9	100.0		
Creativity Skills	Frequency	16	38	119	237	127	537	3.784	0.982
	Percentage	3.0	7.1	22.2	44.1	23.6	100.0		
Problem Solving Skill	Frequency	21	50	110	228	128	537	3.730	1.047
	Percentage	3.9	9.3	20.5	42.5	23.8	100.0		
Social Networking Skills	Frequency	41	54	131	208	103	537	3.517	1.137
	Percentage	7.6	10.1	24.4	38.7	19.2	100.0		
Favourable/Supportive Environment	Frequency	32	45	132	209	119	537	3.629	1.097
	Percentage	6.0	8.4	24.6	38.9	22.2	100.0		

Table 8 shows the role of college in encouraging entrepreneurship. It is observed that 43.9% of the respondents agree that communication skills are enhanced in the college, 32.6% strongly agree, 16.2% are neutral, 4.1% disagree and 3.2% strongly disagree. 43.4% of the

respondents agree that practical management skills are being practised at the college, 23.1% are neutral, 22.9% strongly agree, 8.4% disagree and 2.2% strongly disagree. 40.6% of the respondents agree that critical thinking and assessment skills are developed in the college, 27.9% are neutral, 20.9% strongly agree, 7.6% disagree and 3% strongly disagree. The college encourages time management skills it is agreed by 41%, 25.3% neutral, 20% strongly agree, 10.4% disagree and 3.2% strongly disagree. 42.5% of the respondents agree that leadership skills are developed at college, 23.6% strongly agree, 21.4% are neutral, 7.6% disagree and 4.8% strongly disagree. 42.1% of the respondents agree that negotiation skills are being improved in college, 26.8% are neutral, 16.9% strongly agree, 11% disagree and 3.2% strongly disagree. The creative skills are developed in the college, and it is agreed by 44.1% of respondents, 23.6% strongly agree, 22.2% are neutral, 7.1% disagree and 3% strongly disagree. 42.5% of the respondents agree that the problem-solving skills are encouraged in the college, 23.8% strongly agree, 20.5% are neutral, 9.3% disagree and 3.9% strongly disagree. Social networking skills are also enhanced in the college, and it is agreed by 38.7%, 24.4% are neutral, 9.3% disagree and 3.9% strongly disagree. The favourable and supportive environment is provided at college to support entrepreneurship, 38.9% agree, 24.6% neutral, 19.2% strongly agree, 10.1% disagree and 7.6% strongly disagree. The highest mean value is for enhancing communications skills of 3.987 with a standard deviation of 0.968, followed by creativity skills of 3.784 with a standard deviation of 0.982.

Descriptive Statistics for Activities that Influence the Interest in Entrepreneurship

The respondent's opinion on the inclusion of the activities in the curriculum like business plan competition, visits to firms, internships, social media, startup simulations, contact with the entrepreneurs and success stories along with traditional classes. These views are analysed using descriptive statistics with mean and standard deviation.

Table 9: Activities that influence the interest in Entrepreneurship

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Mean	Std. Deviation
Traditional Class	Frequency	51	60	103	202	121	537	3.525	1.223
	Percentage	9.5	11.2	19.2	37.6	22.5	100.0		
Business Plan Competition	Frequency	15	38	108	202	174	537	3.897	1.025
	Percentage	2.8	7.1	20.1	37.6	32.4	100.0		
Visits to Firms	Frequency	27	51	87	164	208	537	3.988	1.170
	Percentage	5.0	9.5	16.2	30.5	38.7	100.0		
Internships	Frequency	30	38	84	169	216	537	3.936	1.158
	Percentage	5.6	7.1	15.6	31.5	40.2	100.0		
Start-up Simulations	Frequency	24	54	113	186	160	537	3.752	1.119
	Percentage	4.5	10.1	21.0	34.6	29.8	100.0		
Interaction with Entrepreneur	Frequency	48	40	107	164	178	537	3.715	1.246
	Percentage	8.9	7.4	19.9	30.5	33.1	100.0		
Success Stories	Frequency	22	28	72	143	272	537	4.145	1.094
	Percentage	4.1	5.2	13.4	26.6	50.7	100.0		

Table 9 presents the activities that influence the interest of a business startup. 37.6% of the respondents agree that traditional type of classes is held in colleges, 22.5% strongly agree, 19.2% are neutral, 11.2% disagree and 9.5% strongly disagree. Business plan competitions influence entrepreneurship and 37.6% agree, 32.4% strongly agree, 20% are neutral, 7.1% disagree and 2.8% strongly disagree. Visits to firms enhance the entrepreneurial intentions of the respondents, 38.7% strongly agree, 30.5% agree, 16.2% neutral, 9.5% disagree and 5% strongly disagree. 40.2% of the respondents strongly agree that the internships will enhance the entrepreneurial intentions of respondents, 31.5% agree, 15.6% are neutral, 7.1% disagree and 5.6% strongly disagree. 34.6% agree that startup simulations in colleges will encourage students to take up entrepreneurship 29.8% strongly agree, 21% neutral, 10.1% disagree and 4.5% strongly disagree. 33.1% of the respondents agree that interaction with the entrepreneur will increase the entrepreneurial intention, 30.5% agree,19.9% are neutral, 8.9% strongly disagree, and 7.4% disagree. 50.7% of the respondents strongly agree that success stories of entrepreneurs will inspire the students to take up entrepreneurship as a career, 26.6% agree, 13.4% are neutral, 5.2% disagree and 4.1% strongly disagree. The highest mean value is for the variable Success stories 1.145 and standard deviation 1.094, followed by social media with mean value 3.988 and standard deviation 1.170.

Chi-Square Test for Hypothesis 1

The Chi-square test of independence is a non-parametric test, which assesses the degree of association between the two categorical variables. Chi-square test has been used to test the following hypotheses:

H_0: The professional goal to become an entrepreneur is independent of the confidence level of respondents.
H_1: The professional goal to become an entrepreneur depends on the confidence level of respondents.

Table 10: Confidence and Professional Goal of the Respondents are to become Entrepreneur

			Professional Goal is to become an Entrepreneur			Total
			Yes	No	Not Sure	
Confidence	Very Poor	Count	13	14	14	41
		% within Confidence	31.7%	34.1%	34.1%	100.0%
	Poor	Count	41	12	46	99
		% within Confidence	41.4%	12.1%	46.5%	100.0%
	Unsure	Count	39	29	88	156
		% within Confidence	25.0%	18.6%	56.4%	100.0%
	Good	Count	44	37	106	187

		% within Confidence	23.5%	19.8%	56.7%	100.0%
	Very Good	Count	22	8	24	54
		% within Confidence	40.7%	14.8%	44.4%	100.0%
Total		Count	159	100	278	537
		% within Confidence	29.6%	18.6%	51.8%	100.0%

From table 10, it is observed that the majority (56.7%) of the respondents have good confidence skills. But they are not sure about their professional goal to be an entrepreneur.

Table 11: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.623a	8	.003
Likelihood Ratio	22.735	8	.004
Linear-by-Linear Association	2.315	1	.128
N of Valid Cases	537		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.64.			

In table 11, as the Chi-Square Test p-value is 0.003<0.05, we reject the null hypothesis and conclude that the professional goal to become an entrepreneur depends on the confidence level of respondents.

Chi-Square Test for Hypothesis 2

Chi-Square test to test the degree of association between favourable/supportive environment of the colleges and the professional goal of the respondents to become an entrepreneur

H_0: The professional goal to become an entrepreneur is independent of the supportive/favourable environment of the colleges to the students.
H_2: The professional goal to become an entrepreneur is dependent on the supportive/favourable environment of the colleges to the students.

Table 12: Crosstabulation: Favourable/Supportive Environment * Professional Goal is to become an Entrepreneur

			Professional Goal is to become an Entrepreneur			Total
			Yes	No	Not Sure	
Favourable/Supportive Environment	Strongly Disagree	Count	15	6	11	32
		% within Favourable/Supportive Environment	46.9%	18.8%	34.4%	100.0 %
	Disagree	Count	11	16	18	45
		% within Favourable/Supportive Environment	24.4%	35.6%	40.0%	100.0 %
	Neutral	Count	35	28	69	132
		% within Favourable/Supportive Environment	26.5%	21.2%	52.3%	100.0 %
	Agree	Count	61	31	117	209
		% within Favourable/Supportive Environment	29.2%	14.8%	56.0%	100.0 %
	Strongly Agree	Count	37	19	63	119
		% within Favourable/Supportive Environment	31.1%	16.0%	52.9%	100.0 %
Total		Count	159	100	278	537
		% within Favourable/Supportive Environment	29.6%	18.6%	51.8%	100.0 %

Table 12 presents that 56% of the respondents agree that the colleges are providing supportive and favourable environments influencing entrepreneurship. Still, many of the respondents are not sure about taking entrepreneurship as a career.

Table 13: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.451a	8	.026
Likelihood Ratio	15.990	8	.043
Linear-by-Linear Association	2.352	1	.125
N of Valid Cases	537		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.96.			

Since the Chi-Square Test p-value is 0.026<0.05, we reject the null hypothesis and conclude that the professional goal to become an entrepreneur is dependent on the supportive/favourable environment of the colleges to the students.

Chi-Square Test for Hypothesis 3

Chi-Square test is used to test the degree of association between the professional goal to become an entrepreneur and the Leadership skills of respondents.

H_0: The professional goal to become an entrepreneur is independent of the leadership skills of respondents.
H_3: The professional goal to become an entrepreneur is dependent on the leadership skills of respondents.

Table 14: Crosstabulation: Leadership Skills: * Professional Goal is to become an Entrepreneur

			Professional Goal is to become an Entrepreneur			Total
			Yes	No	Not Sure	
Leadership Skills	Strongly Disagree	Count	14	1	11	26
		% within Leadership Skills	53.8%	3.8%	42.3%	100.0%
	Disagree	Count	9	10	22	41
		% within Leadership Skills	22.0%	24.4%	53.7%	100.0%
	Neutral	Count	41	28	46	115
		% within Leadership Skills	35.7%	24.3%	40.0%	100.0%
	Agree	Count	57	33	138	228
		% within Leadership Skills	25.0%	14.5%	60.5%	100.0%
	Strongly	Count	38	28	61	127

	Agree	% within Leadership Skills	29.9%	22.0%	48.0%	100.0%
Total		Count	159	100	278	537
		% within Leadership Skills	29.6%	18.6%	51.8%	100.0%

Table 14 examines that most respondents 60.5% are not sure about their professional goal to become an entrepreneur, but they agree that they have good leadership skills.

Table 15: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.016	8	.002
Likelihood Ratio	25.578	8	.001
Linear-by-Linear Association	2.488	1	.115
N of Valid Cases	537		
a. 1 cells (6.7%) have expected count less than 5. The minimum expected count is 4.84.			

Since the Chi-Square Test p-value is 0.002<0.05, we reject the null hypothesis and conclude that the professional goal to become an entrepreneur is dependent on the leadership skills of the respondents.

Conclusion

A survey of 537 graduate students of Mangalore city was conducted to check the willingness of students towards entrepreneurship. From the study, it is explored that most students are not sure to take up entrepreneurship as a career. The graduate students feel that they have the qualities to become an entrepreneur, but some are reluctant towards entrepreneurship. The colleges are involved in developing various entrepreneurial silks in their curriculum. The graduates of Mangalore experience mostly traditional methods of teaching; therefore, it is essential to include more hands-on and practical sessions in the curriculum to encourage students to take up entrepreneurship as a career. The attitude of students also matters to involve themselves in entrepreneurial activities.

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