

Readiness of College Students towards Entrepreneurship A Study of Kupwara District of Jammu and Kashmir

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ABSTRACT

Entrepreneurship is generally viewed as an intentionally planned behavior. As such, the formation of entrepreneurial intentions is often considered as an important step in the process of starting a new business. This paper examines the role of theory of planned behaviour and its variables like Attitude towards the behaviour, Subjective Norms, perceived control behaviour, college environment and support system, self-efficacy, entrepreneurial Readiness and entrepreneurial Motivation. Data were collected from college students of 400 student using SPSS Software for analyzing the data. Moreover, above variables of theory of planned behaviour has significant impact on entrepreneurial intention of college students towards business intentions, The Research Paper ends with discussion and results and conclusion with overview of research limitations.

Keywords: *Entrepreneurial intentions, entrepreneurial behavior, entrepreneurial Motivation.*

INTRODUCTION

Entrepreneurship is a multi-faceted phenomenon. In simple words, we define an entrepreneur as “an individual who establishes and manages a business for profit and growth.” Entrepreneurs do entrepreneurship. Entrepreneurship is more than the mere creation of business It's a never-ending cycle of vision, change, and creativity. It necessitates the investment of time, effort, and enthusiasm in the development and implementation of innovative ideas and creative solutions. Entrepreneurs are individuals who make their aspirations a reality.

Entrepreneurs are the architects of destiny who design the future with great courage and the ability to sustain development. The entrepreneurship in the Indian context is built based on the strong caste and communities who are closely knit and they support each other through the exchange process in the business gang rise to build the trust and faith in the society. (Mathur A., 2010)

Entrepreneurship is the act of being an entrepreneur in the French language it means one who undertakes an endeavor. Entrepreneurs gather resources such as capital, innovations, and business savvy in order to turn ideas into commercial items. This could result in the formation of new organisations or the revitalization of existing ones in response to a perceived opportunity. The most obvious form of entrepreneurship is that of starting new businesses; however, in recent years, the term has been extended to include social and political forms of entrepreneurial activity (Sinha M., 2010)

The term 'career' is interchangeable with the terms 'employment,' 'work,' and 'job.' However, the term 'career' is associated with the concept of 'profession,' and it should be interpreted widely to include the underlying substance of discipline content that can be utilised in a variety of settings. As a result, career and life readiness entail organised learning activities and curriculum methods that are centered on providing students with a foundation of diversified abilities that will support their lifetime learning and success in trans-disciplinary roles in the workplace. In fact, students begin preparing for their introduction choice of future vocation and school during their school years for their career development and career readiness. As a consequence, they start to explore their interests and information seeking behaviour, and other associated factors for the development of their career and make a career choice.

In India's mixed economy model of economic growth, the youth are increasingly numerous, and the government has taken on the role of entrepreneur. Only during the second five-year plan government realise the importance of a strong Small-Scale Industry (SSI) to provide backward and forward linkages to the country's growing Large-Scale Industries. As a result, strategies to develop entrepreneurs through training intervention were developed. Entrepreneurship was not even a component of the curriculum in higher education at the time.

Career readiness is that aspect of one's total development that emphasizes learning about, preparation for, entry into, and progression in the world of work (Gibson & Mitchell, 2003), and at the same time such readiness, has been defined as one's readiness for career decision-making (Super, 1984)

Who can become an entrepreneur?

There isn't a unique profile that fits everyone. Entrepreneurs of all ages, income levels, genders, and races are successful. They have different levels of education and experience. However, research shows that the most successful entrepreneurs share a set of personal characteristics, such as creativity, dedication, determination, flexibility, leadership, enthusiasm, self-confidence, and intelligence. Entrepreneurship is a desirable professional choice. However, numerous decisions must be made before starting and maintaining a new business, regardless of its size. The following are some of the questions that must be answered: Does the individual actually desire to be in charge of a business? What should the business's main product or service be? What exactly is the market, and where should it be? Is the company's potential sufficient to pay its employees and owner a living wage? How can someone receive the funds they need to get started? Should an individual start a new business full-time or part-time? Should the individual begin alone or with others?

Theory of Planned Behavior (TPB)

The theory of planned behavior is an extended version of Ajzen and Fishbein's (1980) theory of reasoned action. Although, this theory has its roots in psychology, but has been applied to a wide range of research including entrepreneurship (Roy et al. 2017; Nishimura, & Tristán 2011). The main assumption of TPB is that humans are rational and they behave in a planned way. The TPB author posited that three independent determinants or antecedents are responsible for the shaping of individual's behavior intention (Ajzen, 1991): PBC, SNs, and attitude toward the behavior.

There have been a variety of developmental intentional models that have led to Ajzen's Theory of Planned Behavior, which is the present state of the art. TPB has found three attitudinal antecedents of intention. The first aspect is one's attitude toward the behavior's outcomes, and the second is one's perception of societal norms. Both of these variables represent the behavior's perceived desirability. The third element, perceived behavioural control (PBC), measures how well people believe they can regulate their behaviour. PBC is related to perceptions of situational competence since it represents the perceived feasibility of doing the behaviour. All three types of attitudes have specific antecedents. Antecedents of all these three kinds of attitude are specified in TPB & are explained as under:

Attitude towards the Behavior

The degree to which the performance of an activity is favourably or unfavorably regarded is referred to as attitude (A). The expectancy-value model states that a person's attitude toward an activity (i) is determined by the whole collection of behavioural beliefs that link the conduct to various outcomes and other characteristics. The strength of each belief (b), (ii) is weighted by the outcome or attribute evaluation (e), (iii), and the aggregate of the products is determined, as illustrated in the equation:

Subjective Norm

The perceived social pressure to engage or not engage in a certain action is known as the subjective norm (SN). Subjective norm (SN) is determined by the whole set of available normative beliefs (n) taking into account the expectations of important referents, according to the expectancy-value model of attitude (attitude toward behaviour). Furthermore, the strength of each normative belief (n) is weighted by motivation to comply (m) with the referent in issue, and the sum of the products is calculated.

Perceived Behavioral Control

The conceptualization of perceived behavioural control in the TPB owes much to Albert Bandura's work on self-efficacy (Bandura 1977, 1986, 1997). People's beliefs about their capacities to exert control over events that impact their lives, according to Bandura's social cognition theory, serve as proximal drivers of human motivation and action. Self-efficacy, according to Bandura, "refers to beliefs in one's capacities to organise and execute the courses of action required to create attainments" rather than being a context-free global disposition (Bandura, 1997:3). Clearly, the concept of perceived behavioral control in the TPB, though focusing on the extent to which people believe that they are capable of or have control over, performing a given behavior is very similar to Bandura's conception of self-efficacy.

College Environment and support system

The essential feature of CESS is the entrepreneurial environment created by the college. A college entrepreneurial education support such as entrepreneurship courses, training, and lectures can help college students obtain entrepreneurial information and accumulate entrepreneurial knowledge, skills, and additional capacities. It can also allow students to contact influential personnel, including entrepreneurial investors, suppliers, distributors, potential customers, partners, and like-minded students.

Self-Efficacy

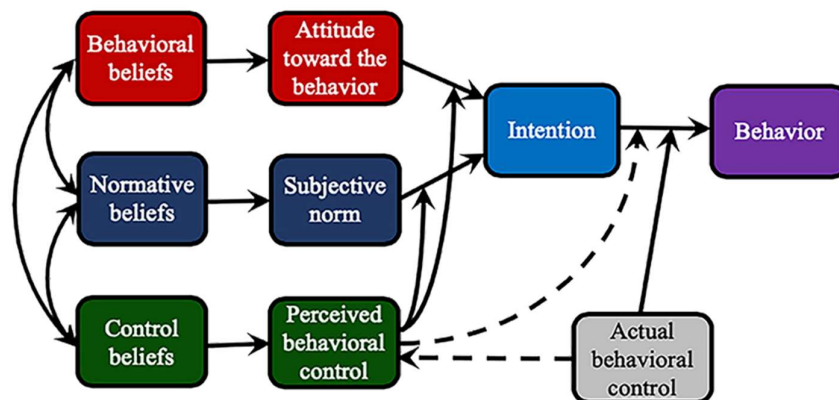
Refers to an individual's perception of the ability to perform a target behavior. According to Bandura's self-efficacy theory, self-efficacy beliefs come from four sources: previous attainments or mastery experience, vicarious experience of observing others, verbal and social persuasions, and emotional and physiological conditions

Entrepreneurial Readiness

The readiness for entrepreneurship of individuals is defined as the confluence of a set of personal traits (or features) that distinguishes individuals with readiness for entrepreneurship as especially competent to observe and analyze their environment in such a way that they channel their high creative and productive potential, so they may deploy their capability to dare and need for self-achievement.

Entrepreneurial Motivation

Entrepreneurial motivation is the process that activates and motivates the entrepreneurs to exert higher level of efforts for the achievement of his/her entrepreneurial goals. A motivational entrepreneur will be willing to exert a particular level of efforts (intensity) for a certain period of time (peristance) towards a particular goal.



REVIEW OF LITERATURE

Mohammad Isar et al., (2018) while examining the entrepreneurial intentions and education of university students in Italy, it was discovered that thousands of university students intend to pursue a job as their first priority rather than create their own business.

Iacobacci and Micozi (2012) Recent studies demonstrate that entrepreneurship education plays a key role in encouraging the entrepreneurial spirit among

students, according to the authors. Students are more interested in starting their own business than in getting a job.

Rossini Jusoh 2012 Entrepreneurship education is becoming increasingly important in academic programmes around the world, although little is known about it from a research standpoint. This paper examines the present state of entrepreneurship education research and provides an overview of the academic debate around its major challenges. In order to support the development of effective learning processes, the linkages between the fundamental research concerns are discovered, and options for additional research are traced.

Ross and Chia-Ling (1995) had opined that there is positive association between education and health. Well educated people enjoy better health than those persons who are not so well educated. They found that, there is need to provide services that are responsive, financially affordable, reasonable and fair, while treating people decently. The government is ultimately accountable and responsible for the general performance of a country's health system.

Chaskar (1997) had observed that maintenance of physical facility, training of ward boys and other staff members of hospitals, and query of delay at the registration process and laboratory has required to be more examined and dealt with it accordingly. The researcher found that to stop overcrowding, the hospital was recommended to fix visiting hours of hospitals and limit the attendants of patients to one. The researcher found that majority of patients (85 %) were fully satisfied with the treatment of hospital, and 90 % patients were of the view that they would recommend the hospital to their friends and relatives but 40 % of the people were not pleased with the physical services provided by the hospital.

Leblance and Nguyen (1997) the main purpose of their study was to gain more insights into the dimensions used by business standards evaluating service quality and to identify which components of service delivery process are important for their judgement. The results of their study found that there was significant relationship between perceived service quality and reputation. The result of their study reveals that administrative personnel and faculty have direct impact on perceptions of quality. They recommended that by analysing quality perceptions for different segment would help them to meet the expectations of the students. The findings of their study also show that reputation, faculty, management and process related variables are very important to the students for the judgement of quality.

Veera (1997) had recommend that complaints of patients should be taken into consideration. The researcher found in Patient Satisfaction Surveys that nearly all patients were satisfied with the medical care services provided by the hospital but 68% of the patients were complained that they are not receiving any information concerning their illness The researcher also found that most of the patients in hospital were dissatisfied about the cumbersome procedures throughout admission processes, irregular delays at the time of discharge from hospital. Laboratory services, behaviour of hospital security and staff, and patient supervisory system are also not satisfactorily.

Saha and Bartlema (1998) found that public provision for health care services at nominal cost or no charge is common in low-income countries. Government, clients and providers at times also agree with that the quality of these highly subsidized services is deficient and because free services, medical equipment and medicines are regularly inadequate to meet demand.

Van et al. (1998) had viewed that patient satisfaction on the service quality cannot be examined until the multidimensionality of quality should be taken into account. It not only involves the technical aspects of healthcare but also involves the non-technical dimensions as well as physical environment, access to information, courtesy by medical professionals, inter-personal relationships, responsive behaviour and all other miscellaneous aspects. In the healthcare literature, structural quality is defined as dimensions associated to factors like steadiness of care, costs, accommodation, convenience and accessibility.

Young et al., (2000) had observed in the study on patient satisfaction in the United States, that the demographic features (such as age, educational status, occupational status, health status and race continuously had a statistically important effect on satisfaction level) and organizational features of the hospital (size of the hospital) continuously has an important effect on patient satisfaction position.

RESEARCH METHODOLOGY

OBJECTIVES OF RESEARCH

- To identify the motivational factors among college students of Kupwara District of J&K to become entrepreneurs.
- To analyze the readiness of among college students of Kupwara District of J&K to become entrepreneurs.
- To identify the self-efficacy among college students of Kupwara District of J&K to become entrepreneurs.

- To identify the personal among college students of Kupwara District of J&K to become entrepreneurs.

DATA COLLECTION

A population of 400 samples is collected from selected from Kupwara college of J&K. The selection of the sample was done through the convenience sampling technique. The data was collected by both primary and secondary data with the help of structured Questionnaire.

According to Comrey and Lee (1992), a sample size of below 50 respondents is a weaker sample, a sample size of 100 respondents is weak, 200 respondents sample size is adequate, 300 is good, 500 is very good, and 1000 is excellent.

DISCUSSION AND RESULTS

RELIABILITY

Reliability refers to the consistency of measurement. The reliability of a scale indicates how free it is from random error. Two frequently used indicators of scale's reliability are test-retest reliability (also referred to as 'temporal stability') and internal consistency. The test-retest reliability of scale is assessed by

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.957	.953	62

administering it to the same people on two different occasions, and calculating the correlation between the two scores obtained. High test-retest correlations indicate a more reliable scale (Pallant, 2005).

REGRESSION

H01: There is no Impact of college environment and support system (CESS) on entrepreneurial intension among college students to become entrepreneurs.

Table 1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			Durbin-Watson	
					R Square Change	F Change	Df		
1	.689 ^a	.474	.472	7.16547	.054	22.830	399	.000	1.616

a. Predictors: (Constant), Self-efficacy

The Above model summary table shows R and R square values. The R Square represents the simple correlation and is .689 (R Column) which indicates the degree of correlation. The R2 value (R Square column) indicates how much of

the total variance in the dependent variable Entrepreneurial Intention can be explained by independent variable CESS. The R Square value is .474, which Indicates that CESS has a 47.4% variance on Entrepreneurial Intention.

Table 2 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1172.204	1	1172.204	22.830	.000 ^b
	Residual	20383.545	399	51.344		
	Total	21555.749	399			

a. Dependent Variable: Entrepreneurial Intention

a. Predictors: (Constant), self-efficacy

The next table is ANOVA table which signifies how well the regression equation fits for the data. The F value is 22.830 which is significant at 0.00% level of significance indicating that the model is fit for the data.

Table 3 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	24.755	2.002		12.363	.000	20.819	28.692
Self-Efficacy	.333	.070	.233	4.778	.000	.196	.469

a. Dependent Variable: Entrepreneurial Intention

The t –value and beta value are 12.363 and .333 which is significant at 0.00% level of significance indicating that the relationship between CESS have significant impact on Entrepreneurial Intention. Hence null hypothesis is rejected and alternative hypothesis is accepted and explains that independent variable has significant impact on dependent variable.

Thus, the regression equation of above table is summarized as under:

$$Y = a + bx$$

$$\text{Entrepreneurial intention} = 24.755 + .333 (\text{CESS})$$

H02: There is no Impact of Self-Efficacy on entrepreneurial intension among Kupwara college students to become entrepreneurs.

Table 4 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df 1	df2	Sig. F Change	
1	.526 ^a	.277	.275	6.26501	.277	152.373	1	398	.000	1.616

a. Predictors: (Constant), self-efficacy

b. Dependent Variable: Entrepreneurial Intension

The Above model summary table shows R and R square values. The R Square represents the simple correlation and is .277 (R Column) which indicates the degree of correlation. The R² value (R Square column) indicates how much of the total variance in the dependent variable Entrepreneurial Intension can be explained by independent variable Self-efficacy. Thus, we can say that Entrepreneurial Intension has 27.70% variance on Self-efficacy.

Table 5 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5980.685	1	5980.685	152.373	.000 ^b
	Residual	15621.625	399	39.250		
	Total	21602.310	399			

a. Dependent Variable: Entrepreneurial Intension

c. Predictors: (Constant), self-efficacy

The next table is Anova table which signifies how well the regression equation fits for the data. The F value is 153.373 which is significant at 0.000% level of significance indicating that the model is fit for the data.

Table 6 Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	13.321	1.719		7.750	.000	9.942	16.701
	Self-Efficacy	.649	.053	.526	12.344	.000	.546	.752

b. Dependent Variable: Entrepreneurial Intension

The t-value and beta value are 7.750 and .526 which is significant at 0.00% level of significance indicating that the relationship between Self-efficacy have

significant impact on Entrepreneurial Intension. Hence null hypothesis is rejected and alternative hypothesis is accepted and explains that independent variable has significant impact on dependent variable.

Thus, the regression equation of above table is summarized as under:

$$Y = a + bx$$

$$EI = 13.321 + .526 \text{Self-Efficacy}$$

H03: There is no Impact of Personal Attitude on entrepreneurial intension among Kupwara college students to become entrepreneurs.

Table 7 Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.702 ^a	.493	.492	5.24582	.493	387.005	1	398	.000	1.699

a. Predictors: (Constant), Personal Attitude

c. Dependent Variable: Entrepreneurial Intension

The Above model summary table shows R and R square values. The R Square represents the simple correlation and is .493 (R Column) which indicates the degree of correlation. The R² value (R Square column) indicates how much of the total variance in the dependent variable Entrepreneurial Intension can be explained by independent variable personal Attitude. Thus, we can say that Entrepreneurial Intension has 49.30% variance on Personal Attitude and 50.70 remaining can be explained by another variables.

Table 8 ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10649.878	1	10649.878	387.005	.000 ^b
	Residual	10952.432	398	27.519		
	Total	21602.310	399			

a. Dependent Variable: Entrepreneurial Intension

b. Predictors: (Constant), Personal Attitude

The next table is Anova table which signifies how well the regression equation fits for the data. The F value is 387.005 which is significant at 0.000% level of significance indicating that the model is fit for the data.

Table 9 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.658	1.424		4.677	.000
	Personal Attitude	.967	.049	.702	19.672	.000

a. Dependent Variable: Entrepreneurial Intension

The t-value and beta value are 4.677 and .702 which is significant at 0.00% level of significance indicating that the relationship between Self-efficacy have significant impact on Entrepreneurial Intension. Hence null hypothesis is rejected and alternative hypothesis is accepted and explains that independent variable has significant impact on dependent variable.

Thus, the regression equation of above table is summarized as under:

$$Y = a + bx$$

$$EI = 6.658 + .702 \text{Personal Attitude}$$

CONCLUSION

OBJECTIVE 1: There is no Impact of college environment and support system (CESS) on entrepreneurial intension among college students to become entrepreneurs.

Since any new company initiative creates new jobs and possibilities for others. It is vital that students are encouraged to pursue entrepreneurship as a career option from the outset, and that they are driven by their teachers, government regulations, and sponsored schemes. Students in this discipline should be aware of the entrepreneurial education and motivation that will inspire them to pursue entrepreneurship. We attempted to determine how driven college students are to become entrepreneurs in this step.

OBJECTIVE 2: There is no Impact of Self-Efficacy on entrepreneurial intension among Kupwara college students to become entrepreneurs.

This objective is to analyze students' readiness for entrepreneurship after they have completed their training at entrepreneurial development institutes. Entrepreneurship development institutes also assist in the development of strong and influential networks that enable individuals to grow and develop their entrepreneurship as a career. Entrepreneurship development institutes also provide instruction to students of various categories with varying quantities of funds to help them start their own businesses.

OBJECTIVE 3: There is no Impact of Personal Attitude on entrepreneurial intension among Kupwara college students to become entrepreneurs.

Researcher want to know how much demographic variables affect higher education. It has been observed that different age groups of respondents had varying attitudes on entrepreneurship. The demographic factors were evaluated using a percentage-based method. Strongly Disagree (1), Disagree (2), somewhat Disagree (3), neither Agree to Disagree (4), Somewhat Agree (5), Agree (6), and Strongly Agree (7) have been positioned between the levels of strongly disagree

to strongly agree, i.e., strongly Disagree (1), Disagree (2), somewhat Disagree (3), neither Agree to Disagree (4), Somewhat Agree (5) (7). The goal of Higher education institutes is to explore the higher education towards entrepreneurship education and entrepreneurship intension to create new job opportunities and new ventures.

LIMITATIONS OF THE STUDY

- The investigated antecedents do not account for 100% of the variance in the dependent variable. As a result, there are a variety of different elements that may influence entrepreneurial intent. The factors that could not be studied could have a big impact on policy development and execution.
- The study's goal was to assess entrepreneurial intentions Among college students of Kupwara J&K. As a result, all respondents were students, and data was collected exclusively from college students. As a result, the conclusions of the study cannot be applied to other groups because the pupils do not necessarily reflect the entire Students population in the country.
- Finance was the most perplexing aspect of my studies. If I didn't have this issue, I would be able to cover more private and government colleges, as well as a larger number of students enrolled in universities.

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