

# Submission of Thesis and Dissertation

National College of Ireland  
Research Students Declaration Form  
(Thesis/Author Declaration Form)

**Name: Thomas Thomas Athikalam**

**Student Number: x19104626**

**Degree for which thesis is submitted: MSc in Management**

**Title of Thesis: Entrepreneurship Intentions of students and Young Graduates in India**

**Date: 19/08/2020**

## Material submitted for the award

- A. I declare that this work submitted has been composed by myself.  ✓
- B. I declare that all verbatim extracts contained in the thesis have been distinguished by quotation marks and the sources of information specifically acknowledged.  ✓
- C. I agree to my thesis being deposited in the NCI Library online open access repository NORMA.  ✓
- D. ***Either*** \*I declare that no material contained in the thesis has been used in any other submission for an academic award.  
***Or*** \*I declare that the following material contained in the thesis formed part of a submission for the award of

---

(State the award and the awarding body and list the material below)  ✓

## **Acknowledgments**

I would like to thank my Supervisor Ciara Deane for the support and guidance throughout the study. I would also like to thank Mariam Jameela, Umang Jalan, Jitesh Amin, and Shreyas Datar for all the support.

Finally, thanks to everyone who participated in this study.

# Contents

Contents .....	3
List of Tables .....	4
List of Figures .....	5
Abstract .....	6
1. Introduction .....	7
1.1 Background of study .....	7
1.2 Problem Statment.....	8
2 Literature Review .....	9
2.1 Entrepreneurial Characteristics and motivation .....	9
2.2 Education and Entrepreneurship.....	11
2.3 Young Graduates and Career choices.....	13
2.4 Potential of Young People .....	15
2.5 Barriers to entrepreneurship.....	17
2.6 Conclusion .....	18
3 Research aim and Questions .....	19
3.1 Research Aim .....	19
3.2 Research Questions .....	19
4 Research Methodology .....	20
4.1 Introduction.....	20
4.2 Research Method and Design.....	20
4.3 Justification of the Methodology.....	21
4.4 Ethical Consideration .....	21
4.5 Data Collection .....	21
4.6 Research Analysis .....	22
4.7 Sample Profile.....	23
4.8 Method.....	24
4.9 Questionnaire Design .....	25
4.10 Limitations of the Research Method .....	25

5	Findings and Analysis .....	26
5.1	Difficulties of starting a venture in India and Gender .....	26
5.2	Perception of Barrier to entrepreneurship.....	28
5.3	Major Characteristics for becoming an entrepreneur: .....	29
5.4	Sources of Motivation.....	34
5.5	Entrepreneurial motivation.....	36
5.6	Entrepreneurial Education.....	37
6	Discussion.....	37
6.1	Introduction.....	37
7	Conclusion .....	40
7.1	Limitations.....	41
7.2	Recommendations .....	42
8	References .....	42
9	Appendix A- Questionnaire.....	51

## List of Tables

Table 1: Sample Profile of the respondents .....	24
Table 2: Crosstabulation of gender and difficulty to start a new venture in India .....	26
Table 3: Chi-Square test .....	27
Table 4: Relation between Age and barriers to entrepreneurship.....	28
Table 5: Case Processing Summary.....	29
Table 6: Reliability Statistics .....	30
Table 7: One Sample Statistics .....	30
Table 8: One sample test .....	31

Table 9: ANOVA Test.....	31
Table 10: Hypothesis test.....	32
Table 11: One sample Statistics.....	34
Table 12: One sample test .....	34
Table 12:ANOVA test .....	35
Table 9: Hypothesis test .....	36

## List of Figures

Figure 1:Difficulty of starting a new venture in India .....	27
Figure2: Mean graph .....	32
Figure 3: Mean data.....	35
Figure 4: Major Motivation for entrepreneurship .....	36
Figure 5: Entrepreneurship education’s significance to become an entrepreneur .....	37

# **Entrepreneurship Intentions of students and Young Graduates in India**

## **Abstract**

Entrepreneurship is considered to be one of the key drivers of economic growth in any region. Entrepreneurship is the skill and inclination to create, organize, and manage an enterprise. This paper aims to understand the Entrepreneurial inclination of students and young graduates in India. It also explores the sources of entrepreneurial inspiration for young graduates and various barriers to Entrepreneurship. Paper tries to determine whether entrepreneurial education affects entrepreneurial motivation among students & graduates and discusses in detail the traits that an entrepreneur possesses. Understanding the perceived motivations and obstacles to entrepreneurship would also help policymakers to create policies and eliminate the blockades. The research included a sample of 209 University students and young graduates from India. Quantitative analysis was done using a cross-sectional research design on various factors and motivations of entrepreneurship. The study reveals that the main reasons why students do not choose entrepreneurship as a career are financial instability. The findings also suggest that other entrepreneurs' influence turns out to be the main source of motivation for young people to become an entrepreneur in India. The significant association between gender and perceived difficulty of starting a venture in India is noteworthy. There should be more opportunities to encourage budding entrepreneurs that can improve society as a whole and unemployment situation in India. This study contributes to the literature on Young graduate's entrepreneurial motivation, entrepreneurial education, and barriers young graduates face to become entrepreneurs in India.

Keywords: Barriers to entrepreneurship, Entrepreneurship education, Sources of Entrepreneurial motivation

# 1. Introduction

## 1.1 Background of study

In the current era, Entrepreneurship plays a key part in building the society. The population of India is over 1.2 billion, with thirty-one percent of the population aged between 18-35. Despite being educated, unemployment is substantial among the young population. Even if they hold at least one certificate, the percentage of urban males employed under 29 years is substantially low. Job prospects offered by various economic sectors are minimal. Though the government guarantees jobs, the programs which are aimed at providing basic needs are labor Intensive Jobs without any creative connection. (Abhyankar, 2014) So, there is a greater need for Entrepreneurship in this country. Entrepreneurship creates more opportunities for others, and it is essential to sustain the economy. Education becomes a major factor when it comes to becoming an entrepreneur. The probability of students choosing entrepreneurship as an option substantially increases when they are more educated. ( Bates, 1995) For a country like India where unemployment is high, it is important to understand the entrepreneurial motivations and intentions of the youth.

An immense body of literature has found that studies entrepreneurship. In the case of entrepreneurs, certain characteristics appear to be dominant. Entrepreneurs are usually action-oriented and highly motivated and who like taking risks to achieve their goals. This is the result of some personality traits in an individual that can be acquired through education and practice. (Kumara & Sahasranam, 2009) The relationship between higher education and a country's labor market is essential because the competency of the graduates must match the requirements of the market. The attributes that are needed to become an entrepreneur can be developed through education (Belwal, et al, 2017)

In comparison with students from Spain, China, and Belgium, the Indian students lack funding, skills, experiences, and self-confidence. Many students do not have the confidence to take chances and fear of failure is also one challenge for starting a project. It is exciting to understand that Chinese and Spanish pupils are more likely to take risks compared to Indian pupils. (I.T. Hawaldar, 2016) Risk avoidance is also one of the major factors that drive people away from entrepreneurship, which is more unpredictable and is considered uncertain. Financial Uncertainties and Credit restrictions discourage less fortunate people from testing their luck as entrepreneurs. (Evans & Jovanovic, 1989) According to GEM, 11% of the Indian adult population is engaged in entrepreneurship at a very early level. It is one of the lowest in the world (Economic times, 2018) The prospects for entrepreneurship in India appear unstable because of various reasons. This study will analyze the career choices of young graduates and what are the barriers they face when it comes to becoming an entrepreneur in India.

## 1.2 Problem Statment

This research aims to understand the entrepreneurial motivations and barriers faced by young graduates to become an entrepreneur in India. Financial Instability, Societal pressure, lacking in entrepreneurial skills, Formal education could be the reasons why an insufficient number of entrepreneurs come out of Indian universities. It is important to build a society where there are more job creators than job takers. For most developed countries, rising unemployment is the biggest problem. Enterprises play a competitive part in the improvement of the country's financial situation by actively participating in the marketplace. Because of these reasons it is very essential to understand students ' interest in entrepreneurship and analyzes young university students' and graduates' motivations and barriers to entrepreneurship as a profession. While most of the studies in this area has focused on entrepreneurial education (Nowinski et al, 2019, Sandhu, 2011) and Entrepreneurship as a career choice (Pihie & Akmaliah, 2009, Chengalvala & Rentala, 2017) but limited research has been



done on the motivational factors and Barriers to Entrepreneurship faced by students and young graduates in India.

## 2 Literature Review

### 2.1 Entrepreneurial Characteristics and motivation

Entrepreneurship can be described as an innovative act that helps to generate wealth. (Drucker, 1985). An Entrepreneur is an individual who starts, organizes, manages, and takes care of an organization/firm and considers it as a personal challenge other than being an employee for someone else (Segal et al,2005).

Entrepreneurship can also be branded as a dynamic process in which people are committed to take the risk involved with time, equity, and work to build incremental wealth (Hisrich et al., 2005). Entrepreneurs are faced with a range of obstacles to accomplish their ambitions and objectives. The Indian sub-continent has been known for much of its long Entrepreneurial history, being a region with ancient trade routes and large commercial wealth (Dhaliwal, 2016)

The opportunity to become entrepreneurs for young people is a combination of a dynamic mechanism involving socio-cultural, individual, socio-economic, and psychological drivers competing to establish the capacity to work as an entrepreneur. (Wamba & Hikkerova, 2014). In a study, Chye Koh (1996) analyzed six different groups on the main features of entrepreneurs, the 'requirement of achievement' seen as a driving force in entrepreneurship and the 'local control' which expresses people's perceptions of getting autonomy in their lives. In the sense that it is possible to overcome 'tolerance to ambiguity' namely 'self-confidence' that expresses the ability to achieve objectives, 'innovativeness,' as a separate point for entrepreneurs and non-entrepreneurs; and 'ability to take risks' as a belief in the achievement in challenging times. In his study, Barot (2015 ) suggested that there are two kinds of Entrepreneurship. Entrepreneurship based on opportunities and Entrepreneurship based on Necessities. In the Former, The market opportunities are viewed by an entrepreneur, and his career is created based on it. Secondly, entrepreneurship-

focused on necessities wherein need of the hour is considered and a solution is created. Entrepreneurship is predominantly focused on initiating business through new ideas and concepts. Ahmed et al (2010) mentioned that based on age, gender and/or professional background is difficult to differentiate between non-entrepreneur and entrepreneur since the results indicate that there is no substantial relation between these variables and intentions in becoming an entrepreneur. Nevertheless, the history of family and education was important for being an entrepreneur. This choice of becoming an entrepreneur is affected and influenced by heritable characteristics. Parental entrepreneurship is the single best indicator of entrepreneurship. Having an entrepreneur as the parent makes the children take up the same profession by a ratio between 1.3 to 3.0 (Arum & Mueller, 2004)

The theory of entrepreneurship event by Shapero and Sokol in 1982, the 1986 theory of the cycle by Bandura, and the 1975 theory of rational actions by Fishbein are the main theories regarding entrepreneurship intention. The premises underlying this theory are: Human behavior is organized and thus followed by intention. Human beings are logical and use knowledge in decision-making systematically. The theory of reasoned action by Ajzen and Fishbein (1975) declare that the conduct is greatly influenced by the will to be involved. He also claims that attitude to make decisions is also influenced which means the purpose first comes before the action itself. (Panchal et al, 2017) Today's generation is marked by innovations, talents, skills, and expertise that are the foundation for industry. Today's entrepreneurs who are very familiar with emerging technology are very open to change and do not fear the consequences of changes. India's corporate sector cannot currently provide the 12 million jobs needed each year for the entrance of new young candidates. Therefore, Entrepreneurship has an important role to play in uplifting them. Organizational flexibility and diversified ideas are needed to generate innovative new approaches for a competitive future economy. (P.W.C, 2014) Some of the reasons behind the late entry of people into entrepreneurship in India is the fact that they are not trained well enough to start something of their

own., Generally, People become entrepreneurs for their first time after many years of paid job experience. Learning by doing at an early age helps for people who would like to become highly successful entrepreneurs. Learning at an initial phase helps in bringing out the full potential in entrepreneurship (Miller, 1984)

## 2.2 Education and Entrepreneurship

Entrepreneurship training can be defined as formal knowledge transfer or exchange of formal lessons that enlighten, inform, and educate students who are attracted to entrepreneurship (Bechard and Toulouse, 1998) Students with levels of knowledge and greater practical exposure to the field and the market are much more likely to be an entrepreneur. It is also noted that students who are in the senior class tend to showcase more entrepreneurial motivation than students from the lower class. This confirms the fact that knowledge can lead to a greater inclination towards taking entrepreneurship as a career. (Ahmed et al,2010 ) Entrepreneurial education is a strategic reaction to an increase in the degree of entrepreneurial activity to attain the entrepreneurial potential of students (Laukkanen, 2000).

The examples of Hyderabad and Bangalore indicate that the growth of the Entrepreneurship environment which is enabled by the educational institutions. The presence of a large number of engineering institutions has for instance created a constant influx of trained staff in the state's capital for new firms. (P.W.C, 2014) Young graduates are potential Entrepreneurs. Entrepreneurial Education programs must be supported, and the educational institutions must be receptive to the entrepreneurial culture. Many students at universities show interest in starting a new company but have inadequate knowledge of start-up and running a business and not willing to take risks due to fear of failure. It highlights the need to foster a business culture in universities and schools through entrepreneurial programs ( Belwal et al, 2015) Training plays a significant role in defining individuals' skills, strengths, and community. Training provides a mixture of character development, skills development, and, above all, changes in attitudes. However, if the individuals are getting initial

training then it becomes easier for them to get into the field of entrepreneurship. (Wilson, 2008)

Entrepreneurship training covers skill-building subjects such as negotiation skills, organizational skills, creative thinking, and creativity. Entrepreneurial education allows students to engage in business skills that turn their knowledge into a profession. Orthodox education gives students the ability to perform, duplicate, and operate, while entrepreneurship education makes them self-employed, (Pinto, 2019) According to Salamzadeh et al (2013) Students have to be taught entrepreneurship strategies to help them launch their own company or participate in business activities. Many students at universities recognize the essence of entrepreneurship. However, there was a higher awareness of entrepreneurship in students who took entrepreneurship as a course. According to Birch et al (2017), If there is no adequate help for the student with entrepreneurial capabilities, the ambition of young people may easily be thwarted. Educators face the overwhelming task of creating awareness of the full spectrum of opportunities and demands of the application of knowledge, modern information economy, information development, and the distribution of knowledge – these demands all alter the educational goal itself, from creating employees to promoting them to be entrepreneurs.

The theory of entrepreneurship tends to systematically separate theories rather than accumulate them. Only limited understandings of the complexities of entrepreneurship education are given by existing theory. Several studies indicate that students taking courses in which have entrepreneurship as part of the curriculum are more inclined and more driven to engage in entrepreneurial activities. Whereas the Impacts and effects of entrepreneurship education on entrepreneurial capabilities are not universally accepted because of various reasons. (Fenton & Barry, 2014) The Schultz theory of human capital (1961) argues that education improves the efficiency of a person, which further enhances his / her employment performance. Consequently, education develops marketable skills and skills which are also important for entrepreneurship. The higher the level of education, the more the income and job prospects in the

labor market are good for a person. Assan (2012) carried out a case study to examine whether a training initiative for entrepreneurs has helped to increase jobs. The results suggested that vocational education led to the creation of jobs and contributed to rising youth-owned enterprises

People are accepting the fact that uneducated young people are no less than their educated counterparts to gain good employment without the required skill set. Employment and capital formation are often far-reaching, without enough preparation and encouragement, including financial support and investment with a greater commitment in the long term. The survey conducted by the Global Business School Network suggests that Entrepreneurship education is more crucial to developing self-employment opportunities in society. (Ezeani, 2018) Educational Institutions of especially the universities pay special attention to entrepreneurship, which enables them to take a lead in the economic and social growth of their regions. In this sense, entrepreneurial education is seen as a tactical answer to the growth of entrepreneurship. (Laukkanen, 2000)

To lead students into entrepreneurship, education on entrepreneurship should focus not only on the value of knowledge but also on the creation of entrepreneurial attitudes ( Joensuu et al., 2015) There has been little research in the Indian context in establishing relationships between demographic details of entrepreneurial characteristics and prospective entrepreneurs. Attitudes, intentions of students must be continually inventoried; There should be a database for aspiring entrepreneurs so that details such as Entrepreneurial skills and competences .could be easily monitored. This helps design a skill-based entrepreneurship education curriculum. (Vasantha Kumara and Sahasranam, 2008).

### 2.3 Young Graduates and Career choices

Career selection is considered to be one of the most crucial decisions young people undertake. (Desimone et al, 2002) Sociocultural factors, individual variables, personal and social characteristics, the centrality of relationships, and

auxiliary factors such as difficulties faced by women in some professions such as management are typically the barriers to career choices. Career choice proposes a variety of jobs and occupations ideally suited to each student or graduate's needs. (Akosah-Twumasi et al, 2018) Due to the population in India, the number of graduates coming out of the educational institutions is large in number. The growth of these higher educational institutions is tremendous in the country. Due to this reason, Universities have societal accountability to deliver their graduates with different career opportunities. Indian universities mainly focus on how employable the students are rather than planting the seeds for them to become entrepreneurs and job creators. (Vasantha Kumara and Sahasranam, 2008).

The career can be defined as the progression from the positions and responsibilities of a person's work in his or her professional life. (Sava, 2014). Career planning usually starts with self-appreciation and an awareness of the profession chosen. Evaluating and recognizing their interests, and skills should be a necessary means. If these factors fit the person, the individual will be happy with the job. The person must carry out a self-assessment to determine the proper career of a person. It is an ongoing mechanism for ensuring that the people make the right decision (Malik et al, 2018) If young people have a negative view of the business climate, they may prefer not to start a business themselves. Poor conditions on the market and no business prospects will hinder entrepreneurial ambitions for young people. The key factors impacting new firms' success are business challenges and product demand. Robertson (2003)

Career decision making is a challenge to students at the university level, as the cycle ultimately allows them to decide about their future. (Osipow, 1999) Scholars have suggested that how people cope with uncertainty in the decision-making process plays a critical role in their future and a dysfunctional uncertainty may hamper the decision-making process and the outcomes of careers. (Savickas et al., 2009) It is increasingly unclear whether students want as the "right" career direction. Universities also witness an era of

transformation, Students exploring their self and the environment further to crystallize their personality, prepare themselves for a professional world, and gain intellectual maturity. (Arnett,2000)

For students whose parents are unemployed or who have a little formal educational experience, access to career advice is especially important. This inter-generational pattern needs to be broken. Such students usually take a less risky profession than Entrepreneurship. (Makoni, 2010) Environmental factors play a significant role in choosing their career path. Effective preparation, person's temperament, socioeconomic status ( SES), consistent attitude, self-reliance, freedom of choice, the reputation of profession, preferences, misrepresentation of trust, gender and personalities are known to be the major factors that could contribute to career decision making. (Fayyadh, 2017)

## 2.4 Potential of Young People

Despite an aging planet, India has one of the youngest populations. By 2020, India will have a median age of 28, while China and the US have 37, Western Europe has 45 and Japan would be 49 (UNFPA, 2017) The modern economic dimension gives young people different possibilities to become entrepreneurs. Because most of society has access to computers and the internet, the technical influence of young people is evident. (Dollinger, 2008) In India, the labor market is marked by the imbalances of both demand and supply in terms of young labor. A significant number of highly skilled students are pressured to take on jobs well below their credentials or to pursue unsuccessful business ventures. These disparities combined with low employment growth lead to a dangerous position, with graduates consistently living below the level expected. Just one-fifth of engineering graduates and about 10% of other graduates are considered employable (Khare, 2018) There is frequent debate about demographic dividend and how India can benefit from its natural advantage of young people's population growth. India would seem to have a favorable demographic composition. As now, India is the world's youngest country with the largest number of young people (Kaptan, & Jagtap, 2016) Special attempts

should also be made to use the available manpower in the best way. Holding young people inactive contributes to demographic pressures, which a country like India cannot maintain. The only way to benefit from the demographic dividend is the enhancement of human resources development in macro and micro levels (Kaptan, & Jagtap, 2016)

The advancement of technology is one characteristic of this generation. The advances in IT, medical advancement, and communication include the culture of continuous improvement. The notion of freedom is governed by today's market. Having portable skills is one of the major advantages of the new generation. (Dollinger, 2008) Economists have argued that an increase in the youth population may either be a demographic dividend or a time bomb, according to how young people are involved in inefficient market practices. (Hafeez, 2017) In certain instances, the period between 'young' and 'adulthood' stretches, leaving some young people stuck in limbo. Such challenges can also catalyze new ways of social behaviors which, for young people, are partly based on a young adaptive and improvisational ability. The existence of being “the head of the family” expectations means that long struggles to secure wages may be of special significance for young people. (Cross & Jamie, 2009) When there are no jobs for a large group of young men and a sufficient income, the youth population is converted into a demographic explosion because a large mass of disgruntled young people is likely to be a possible source of political and social unrest (Lin, 2012)

Young people are countries' main capital and they are viewed in developed countries as a critical resource for development. Young people are not only potential leaders but also play a big part in human resources development. (Olujide, 2008; Rijkers and Costa, 2012). Youth should deserve consideration since they are a vital population and they should be equipped with growth facilities. Young people are a possible human asset that can contribute significantly to the growth of the nation. Youth plays a significant part in developing countries and has a crucial role to play in the development of the socio-economic condition of households and the transformation of regions from



non-optimal to optimal. (Mokht et al., 2013) Professionalization of youth is a significant and unavoidable step towards the future of the youth sector because the young people grow they tend to bring n changes that for the betterment of the society. (Sercombe, 2004) Young individuals are represented on the job market with all of the skills obtained from the education system but the labor market acts as a hindrance because the skills that are needed are limited to the region in which they reside and choose to reside.

The demographic shift, known as the demographic dividend, is expressed in population growth between 19 and 59 years. The demographic transition is predicted to have tremendous social effects in the future. This move provides ample ground for systemic changes within the Indian economy, with far-reaching implications expected in the coming years on the skills requirements. (Mehrotra et al, 2013)

## 2.5 Barriers to entrepreneurship

Klapper et al (2004), underlined the significance of a nation's entrepreneurial environment in driving the development of new businesses and their relevance to entrepreneurial barriers. The macro-environment elements have been described by Kunene (2008) as key barriers or at least presumed barriers between small and medium business enterprises to certain economic, political and social, socio-cultural, markets, and the internal climate, such as the composition of enterprises and human capital. Some labor laws and state regulations could place some restrictions on the growth of entrepreneurship in the country. Moriano et al. ( 2007) said obstacles represent the effect on entrepreneurial ambitions of social, political, economic, and institutional factors. For Example, Barriers include raising the funds needed to start an organization, cumbersome business-building practices, and the perception of failing related risks. Chowdhury (2007), says the obstacles to entrepreneurship in developing countries are political uncertainty, corruption, poor infrastructure, inadequate education, and financial support, etc.

Young people now understand their potential in terms of attempting to alleviate unemployment and promote economic development and creativity but are facing a range of different challenges related to their young people: lack of resources, undeveloped business and management skills, restricted client interactions, and outdated service or suppliers attitudes. Pihie (2009 ), notes that financial instability is one of the key limitations of new enterprise development. Business people need both domestic and external financing beyond boundaries. Panchal & Singh (2017 ) pointed out that cultural factors like social conventions can impact on the way business people consider prospects and that this can pose major barriers. Another issue for young people is the lack of understanding of the nature of government services. Most young people are unfamiliar with diverse support services and consequently, young people with entrepreneurial tendencies do not utilize government support. According to Kan & Tsai, (2006). The three main perceived barriers of entrepreneurship such as financial barriers to starting a business, administrative complexities that are perceived in starting a business, and fear of business failure. Regarding a person's fear of failure, it has previously been shown that people with a higher level of education and years of education are lesser prone to risk. There are fewer organizational complexities that people face when it comes to entrepreneurship, which in turn makes entrepreneurship more appealing. When it comes to a lack of financial support, entrepreneurs should learn about where and how to receive funding.

## 2.6 Conclusion

The Literature review uncovered many theories on entrepreneurship and mainly focused on 5 different themes such as entrepreneurial characteristics and motivation, Entrepreneurial education, Career decisions of the youth, Youth in India, and Barriers to Entrepreneurship. Though the literature has presented various themes the research will be primarily focusing on Entrepreneurial motivations and barriers to entrepreneurship.

## 3 Research aim and Questions

### 3.1 Research Aim

This study aims to understand the motivation of the student and young graduates of India to consider entrepreneurship as a profession and also attempt to recognize the main blockades of entrepreneurship among students and young graduates, and also analyses whether education helps young graduates to choose entrepreneurship as a career option.

### 3.2 Research Questions

1. Is Financial Instability the main barrier to entrepreneurship for young graduates in India?

Previous studies have concluded that financial instability is a major barrier to entrepreneurship in India (Pihie, 2009), but it is important to understand the major barrier faced by students and young graduates in India

2. What should be the main characteristic of an entrepreneur according to students and young graduates in India?

Chye Koh (1996) has studied about traits of entrepreneurs in general. This research dives deep into the question of characteristics an entrepreneur needs.

3. What is the main source of motivation for young people to become Entrepreneurs in India?

Arum & Mueller (2004) in his study examined the role of parents as the source of motivation for children to become entrepreneurs. The source of

motivation for students and young people is analyzed through this research.

4. Is College/University education needed to become an entrepreneur in India?

The significance of education to become an entrepreneur is examined in this research. Salamzadeh et al (2013) in his research mentioned the significance of education in creating successful entrepreneurs. This research will be analyzing the perceptiveness of the students and young graduates in India

## 4 Research Methodology

### 4.1 Introduction

Ghauriv and Grohaug (2005) described the research method as an organized and focused method for collecting data and to respond to a particular research problem or query that can be achieved by quantitative, qualitative or both approaches. A cross-sectional design survey method is used in this study. This study has taken a quantitative approach wherein a total of 18 questions were asked to a population of 209 comprising of students and young graduates.

### 4.2 Research Method and Design

The quantitative methodology of research has been employed and a Cross-sectional research design has been carried out. A cross-sectional design was used to analyze the ties between the different entrepreneurial characteristics and sources of motivation. The quantitative analysis considers numerical data collection and statistical, mathematical, or computational techniques as an organized phenomenon survey. Quantitative research is based on the positivity paradigm that promotes methods integrated into the statistical breakdown that

include other methods, such as inferential statistics, hypothesis testing, exposure, randomizing of experimental and non-experimental designs, blinding, organized procedures, and questionnaire-limited prearranged responses (Lee, as cited in Slevitch, 2011).

### 4.3 Justification of the Methodology

The quantitative method of research deals with larger population data and is, therefore, more dependable than qualitative research. Entrepreneurial intentions of students if it is collected from a smaller population, it would not be a good representation of the population. Using this method also helps in eliminating the bias because answers are mostly objective. The method has made it easier for better structuring of the results and analysis. Because it has a well-defined sample, the results can be used to generalize the population.

### 4.4 Ethical Consideration

All ethical directives given by NCI were strictly obliged with. This involves issuing consent forms, describing the consequences of the research and providing them with confidentiality, and ensuring that the consent form guarantees that all participants are not using false information. Respondents are having the right to withdraw the data before and during the initial study, and to the destruction of data.

### 4.5 Data Collection

Primary data is data that is collected from sources using methods such as surveys. The research data is derived from primary sources. The study consists of primary data collected through survey questioner from 203 participants. The sample was collected from students who were pursuing education and young graduates in India. The data is analyzed through SPSS. The survey method is used to obtain data on people's shared behavior, interests, and views (Engel and Schutt, 2005). In this study the popular method of collecting data from a bigger sample, Survey method has been used. Neuman (2014 ) states that to generalize the findings for the whole population under investigation, the descriptive

character of the study research approach should depend on the data collection procedure that includes data from a representative sample of the total respondent. The survey research history can be traced back to the old census of time, which requires data collection by the government in a geographical body from the whole population.

The survey is a quantitative analysis data collection technique and which includes forms of the survey are questionnaires and interviews. Three distinct characters of survey research have been described by Kraemer (1991) To explain the particular concerns of a given population, survey research is first used. These elements often include the study of the relationships among variables. Secondly, data necessary for survey research is collected from individuals and, consequently, is subjective. Finally, survey studies use a chosen part of the population that can eventually generalize the findings to the population. (Kraemer & Dutton, 1991) The measures found in the questionnaire were based on earlier studies and In this study, a Likert scale of five points has been used (Scale from 1 to 5. 5 being "totally agree" and 1 being "totally disagree"). The Likert scale is one of the most frequently used instruments of quantitative science. The response style, data distribution, reliability, and construct validity would probably be affected by the various response category numbers. (Meng & Shing, 2018)

#### 4.6 Research Analysis

SPSS was applied to calculate the mean, standard deviation, sample T-test, independent samples T-test, one type of ANOVA, and NonParametric Hypotheses tests which were used to analyze the quantitative data. A t-test is a statistical procedure used to determine if there is a statistical difference in the mean value of a sample compared to the parent population from the sample taken. T-tests is used to compare means by a form of a hypothesis test. They are called t-tests since every t-test boils up the t-value of your sample data to a single number. One-Sample T-test was used in this study instead of Z- test was mainly because of the greater number of responses. ANOVA is used in three or

multiple groups to compare the mean. The first value in ANOVA is a common P. A significant P-value of the ANOVA test indicates that the mean difference between them is statistically significant for at least one pair ( Mishra et al, 2019) A nonparametric test is used to analyze whether the null hypothesis is rejected or accepted.

Cronbach's alpha was used to check the reliability of the scale. Cronbach's alpha is a valid way to assess internal accuracy in multi-item questionnaires. The correlation between answers is investigated and measured by the Cronbach alpha within the internal consistency of the items in the survey (Saunders, Lewis and Thornhill, 2003) Once an appropriate Cronbach alphabet result (> 0.7) is obtained for any scale, It can be concluded that the items on the scale are reliable. In testing for a combination of two categorical answers, the Chi-square test of Pearson is widely used. If the variables of interest are categorical, the contingencies table can be R\*C and the  $\chi^2$ . Pearson is widely used to test independence from 2 multinomial variables. (Shih & Fay, 2017)

#### 4.7 Sample Profile

	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Male	101	48.3%
Female	107	51.2%
Prefer not to say	1	0.5%
<b>Age</b>		
18-24	79	37.8%
25-30	115	55.0%
31-35	10	4.8%
Above 35	5	2.4%
<b>Field of Study</b>		

Engineering	93	44.5%
Commerce	38	18.2%
Arts	27	12.9%
Science	26	12.4%
Management	14	6.7%
Others	11	5.3%

*Table 1: Sample Profile of the respondents*

Out of 207 responses collected 48.8% were Females, 50.7% were males and 0.5% preferred not to say. When it comes to age categorization most of the candidates (58.5%) fell under the 25-30 age category. 33.8% of respondents were in the age category between 18-24. This gives a clear understanding of the perceptions young graduates have towards entrepreneurship. This includes students who are currently pursuing university education and people who are young graduates. 44.7% of the participants completed or were pursuing their undergraduate degree in Engineering. Below that it was commerce graduates with 18.3% of the population. In some of the previous papers studying the perception of barriers and entrepreneurial intentions, the authors have taken different sample dimensions, based on their studies' geographical coverage. Samples size greater than 155 (Kebaili et al., 2017) is considered to be reliable. In this study, the population of 209 is therefore considered as a legitimate number that can be used to analyze data.

#### 4.8 Method

The online survey was created to source the data on entrepreneurship motivations of Students/ young graduates and barriers they face to become an entrepreneur. The survey could be completed in less than 10 minutes. The survey was active in India for a month and was extensively promoted. All attempts have been made to foster the involvement of students and young graduates of diverse backgrounds and interests. Eighteen questions were asked,



which were divided into three sections: There were three sections in the questionnaire. The first section captured the demographic profile which included the age, Gender Educational Qualifications of the respondents. The second section which dealt with entrepreneurial education had questions regarding and third sections contained questions regarding education and perceived constraints to become entrepreneurs.

Google forms were used as a tool to collect the data and further the data was analytics was applied to analyze the responses. All the responses were kept anonymous and ie, no names or personal identification details had to be revealed. A quantitative analysis was adopted so accommodate a large scale of respondents rather than a smaller one where Qualitative analysis would be beneficial for the study. (Creswell, 2014, p. 120). Open-ended questions were also asked to analyze respondents' views regarding certain key aspects like Barriers of entrepreneurship, Motivations to consider entrepreneurship as a profession. Kelley (1983) acknowledges that the open-ended model helps researchers to take advantage of Respondents' complex attitudes. If these proponents are right, the unusual use of the free format issue in surveys will be challenged.

#### 4.9 Questionnaire Design

The measure for entrepreneurship motivation was derived Souitaris et al. (2007). and Scales for entrepreneurship competencies were taken from Man and Lau (2005). Questions regarding Entrepreneurship competencies were derived from Kuratko et al. (1997) and Robichaud et al. (2001)

#### 4.10 Limitations of the Research Method

One drawback of survey research is that it does not evaluate or measure the depth of the issues in this particular approach. Because it is survey research the flexibility of asking tailored questions like an interview is limited. At times, the respondents have to stick on to the options mentioned in the questionnaire. For many people to understand the content of the questionnaire, it had to be

standardized due to which more nuanced questions were eliminated. The survey method makes it hard to understand the feelings and emotions of the respondent. Since surveys collect data at a single point in time, changes in the population can hardly be measured unless two or more surveys are carried out at different times. Though a sample size of 209 is considered reliable it could not be an accurate representation of young graduates in a country like India.

## 5 Findings and Analysis

<b>Crosstabulation</b>					
	Do you think starting a new venture is difficult in India?				Total
			No	Yes	
Gender	Female	Count	31	71	102
		Expected Count	61.0	41.0	102.0
	Male	Count	94	13	107
		Expected Count	64.0	43.0	107.0
Total		Count	125	84	209
		Expected Count	125.0	84.0	209.0

*Table 2: Crosstabulation of gender and difficulty to start a new venture in India*

### 5.1 Difficulties of starting a venture in India and Gender

Chi-Square analysis was used to understand if there is an association between Gender and perception regarding starting a new venture in India. The p-value <0.05 which is the alpha level associated with a 95% confidence level. The data

suggests that there is a significant relationship between gender perception regarding starting a new venture in India.

Chi-Square Tests					
	Value	Df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	71.721 <sup>a</sup>	1	0.000		
Continuity Correction <sup>b</sup>	69.351	1	0.000		
Likelihood Ratio	77.196	1	0.000		
Fisher's Exact Test				0.000	0.000
N of Valid Cases	209				
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 46.36.					
b. Computed only for a 2x2 table					

Table 3: Chi-Square test

Signification is commonly called "p." It is not likely to occur; the study found that the variables are independent of the population. Conclusion: we deny the null hypothesis that our variables in the entire population are independent.

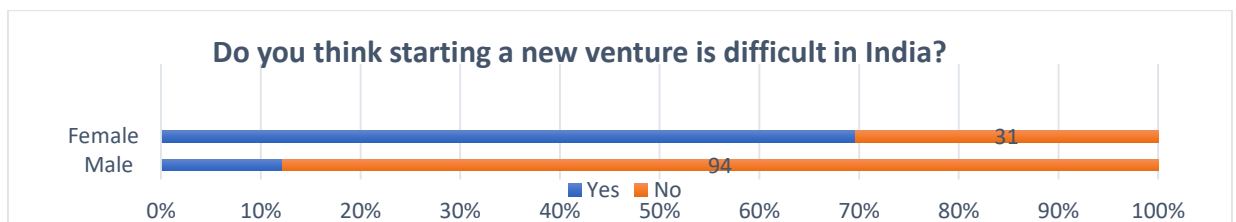


Figure 1: Difficulty of starting a new venture in India

According to the survey, more than 80% of male participants said it is easy to start a venture in India whereas the percentage of the female population who perceived starting a venture in India to be easy was around 30%. This proves that there is a significant relationship between the two variables.

## 5.2 Perception of Barrier to entrepreneurship

Major Barrier to Become an Entrepreneur		Education	Financial instability	Having no Entrepreneurial skills/background	Risky Career	Societal/Family pressure
Age	18-24	3%	56%	19%	16%	7%
	25-30	2%	51%	12%	23%	12%
	31-35	0%	60%	20%	20%	0%

*Table 4: Relation between Age and barriers to entrepreneurship*

The main barrier to becoming an entrepreneur in students who are pursuing their degree and the recent graduates to be Financial instability. Between the age group of 18-24, 56% of the people chose Financial Instability as their major concern and 19% of the people chose to have no Entrepreneurial background as the second most significant barrier. They did not consider education as a major barrier to consider entrepreneurship. When it comes to the age group between 25-30, similar to the younger population financial instability was on top (51%) followed by Risky career (23%). The least concern for them was also Education (2%). Similar results were shown for the age group 31-35 wherein 60% of the participants chose Financial Instability and both Education and Societal/ family pressure were considered as the least hindrance when it comes to becoming an entrepreneur.

From this data, it is clear that Financial Instability is the major barrier for most of the people across the board. This could be because India is a developing country and there is a minimal economic safety net available for young graduates. Many have to take care of their families, and a regular salaried income seems like a better option. To start an entrepreneurial venture a certain amount of capital is required. For most of them, it is difficult to bootstrap and start a venture. Most of the young graduates who want to consider entrepreneurship and have a motivation to do it lack the monetary support needed to pursue their dream.

Open-Ended Questions relating to barriers to Entrepreneurship and the majority of the respondents wrote about financial difficulties :

*Response 1:*

*“When the family is financially stable, the graduate can think of an idea and take a risk on the young age when the graduate has no dependencies. Financial instability forces the individual to become an employee to satisfy the monthly expenses.”*

*Response 2:*

*“I believe that the main motivation for someone to not venture into entrepreneurship first is their instability financially, and second is not having a good background working independently. When these hurdles can be crossed then the remaining obstacles can become easier.”*

*Response 3:*

*“The major barriers I face are financial issues as well as family pressure. As a female who is in the age of 24, the family expects me to do a job where I can receive salary each month with less risk factors.”*

### 5.3 Major Characteristics to becoming an entrepreneur:

When it comes to the reliability of the value of the scales, Cronbach's Alpha of the scales about the characteristics of an entrepreneur is more than 0.7 which means that the items are reliable and have a high internal consistency. This multiple questions had a Likert scale which was used to analyze the data.

<b>Case Processing Summary</b>			
		N	%
Cases	Valid	209	100.0
	Excluded <sup>a</sup>	0	0.0
	Total	209	100.0

*Table 5: Case Processing Summary*

<b>Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.723	0.747	6

*Table 6: Reliability Statistics*

## **T-Test**

<b>One-Sample Statistics</b>				
	N	Mean	Std. Deviation	Std. Error Mean
Self Confidence	209	4.71	0.522	0.036
Creative idea	209	4.63	0.559	0.039
Innovative thinking	209	4.67	0.547	0.038
Risk taking ability	209	4.68	0.570	0.039
Autonomy desire	209	4.27	0.800	0.055
Being Competitive	209	4.30	0.807	0.056

*Table 7: One-Sample Statistics*

The table shows the mean values of the major characteristics for an entrepreneur such as Self Confidence, Creative idea, Innovative thinking, Risk-taking ability, Autonomy desire, Being Competitive. Comparing the response of the major characteristics that are required for becoming an entrepreneur one-sample t-test was applied. The results reveal the Self-confidence is more influential than any other characteristic. The mean value of Self-confidence is 4.71 followed by Risk-taking ability with 4.68. The lowest characteristic according to the respondents was Autonomy with a mean of 4.27.

	One-Sample Test					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Self Confidence	4.730	208	0.000	0.171	0.10	0.24
Creative idea	2.195	208	0.029	0.085	0.01	0.16
Innovative thinking	3.380	208	0.001	0.128	0.05	0.20
Risk taking ability	3.487	208	0.001	0.137	0.06	0.22
Autonomy desire	-4.955	208	0.000	-0.274	-0.38	-0.17
Being Competitive	-4.393	208	0.000	-0.245	-0.36	-0.14

Table 8: One sample test

As shown in the table the calculated t-value, i.e., 4.730 is greater than the critical t-value at 0.05 alpha level. This shows that self-confidence is highest compared to the average mean compared to other characteristics. There was a significant effect on the different characters of entrepreneurship at the  $p > 0.05$  level for three conditions [ $F(5,1258) = 20.760, p = 0.000$ ]

ANOVA					
TYPES	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	43.250	5	8.650	20.760	0.000
Within Groups	520.010	1248	0.417		
Total	563.260	1253			

Table 9: ANOVA Test

A Variance Analysis is a method for measuring the degree of change of an independent variable. Martin (2008 ) explains how this model allows us to consider the variance between groups and their relative variance. The ANOVA F-statistics (F-score) and significance degree (probability – p-score) are taken into account when evaluating these outcomes. The higher the F-Score, the lower the importance. The p-value < 0.05 is considered to demonstrate that the various variables under consideration are significantly different. Table 9, shows that there is a statistical difference between all the variables.

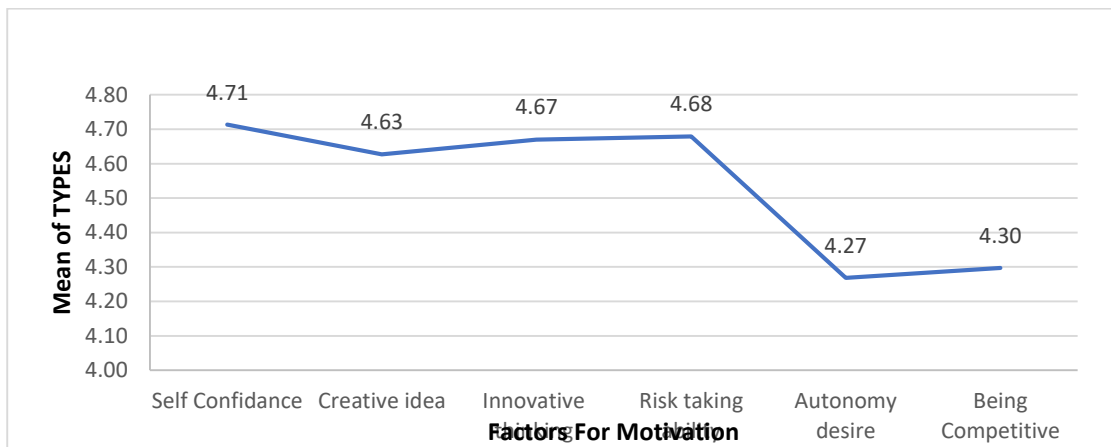


Figure2: Mean graph

### Nonparametric test

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of TYPES is the same across categories in relation to the characteristics of Motivation.	Independent-Samples Kruskal-Wallis Test	0.000	Reject the null hypothesis.
Asymptotic significances are displayed. The significance level is .050.				

Table 10: Hypothesis test

Compare the p-value to your significance levels to evaluate the null hypothesis to find out if any of the differences between the means are statistically



significant. The null hypothesis states that the population means are equal. A significance level of alpha 0.05 has been considered here. There is no dependency between the variables as a result the null hypothesis has been rejected.

Open-ended Questions relating to the characteristics needed to be an entrepreneur:

*“I have witnessed first hand my father who was an employee in his field for around 15 years, then quit his job to become an entrepreneur. It has been a difficult and slow moving journey for him, but it's been relatively better now after 5 years. I believe that since the present generation of graduates will look forward more towards entrepreneurship it'll become significantly more difficult to set up your own firm (which is a very much preferred option in my line of work i.e. architecture). If I were to set up my own firm, I would need a lot of experience and guidance as well as a strong safety net. Self Confidence according to me is the main trait that I should possess to achieve it”*

*“With self-confidence and determination the possibilities are unlimited. Working in your own firms where the company growth is mostly depends on your decision puts you in a very powerful position which if you wisely then give great satisfaction of work and you are always motivated to work as you are working for yourself and its directly affects you.”*

*“Monetary rewards is one of the parts of becoming an entrepreneur, however, I strongly feel with self-confidence, nothing is impossible. The whole fact of owning your own business, achieving your own set goals and working for a cause you believe in, seems to be the driving force for most. And if successful, it will be followed by good Monetary rewards.”*

## 5.4 Sources of Motivation

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Parents	209	3.8038	1.02130	0.07065
Friends	209	3.9474	0.95177	0.06584
Mentors	209	3.7656	0.97938	0.06775
Influential Entrepreneur	209	4.5407	0.70678	0.04889

*Table 11: One sample Statistics*

The table shows the mean values of the major source of motivation for entrepreneurship such as Parents, Friends, Mentors, and Influential Entrepreneurs. Comparing the response of the major source of motivation for entrepreneurship one-sample t-test was applied. The results reveal the Influential Entrepreneur is more significant than any other source. The mean value of an Influential entrepreneur is 4.54 followed by friends with 3.94. The lowest characteristic according to the respondents was mentors with a mean of 3.7.

	One-Sample Test					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Parents	-2.918	208	0.004	-0.20617	-0.3454	0.0669
Friends	-0.951	208	0.343	-0.06263	-0.1924	0.0672
Mentors	-3.608	208	0.000	-0.24445	-0.3780	-0.1109
Influential Entrepreneur	10.855	208	0.000	0.53067	0.4343	0.6271

*Table 12: One sample test*

As shown in the table the calculated t-value, i.e., 10.855 is greater than the critical t-value at 0.05 alpha level. This shows that self-confidence is highest compared to the average mean compared to other characteristics.

There was a significant effect on the different characters of entrepreneurship at the  $p > 0.05$  level for three conditions [ $F(3,832) = 31.706, p = 0.000$ ]

ANOVA					
Types	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	81.033	3	27.011	31.706	0.000
Within Groups	708.794	832	0.852		
Total	789.828	835			

Table 13: ANOVA test

A Variance Analysis is a method for measuring the degree of change of an independent variable. Martin (2008) explains how this model allows us to consider the variance between groups and their relative variance. The ANOVA F-statistics (F-score) and significance degree (probability – p-score) are taken into account when evaluating these outcomes. The higher the F-Score, the lower the importance. The p-value  $< 0.05$  is considered to demonstrate that the various variables under consideration are significantly different. Table 13, shows that there is a statistical difference between all the variables.

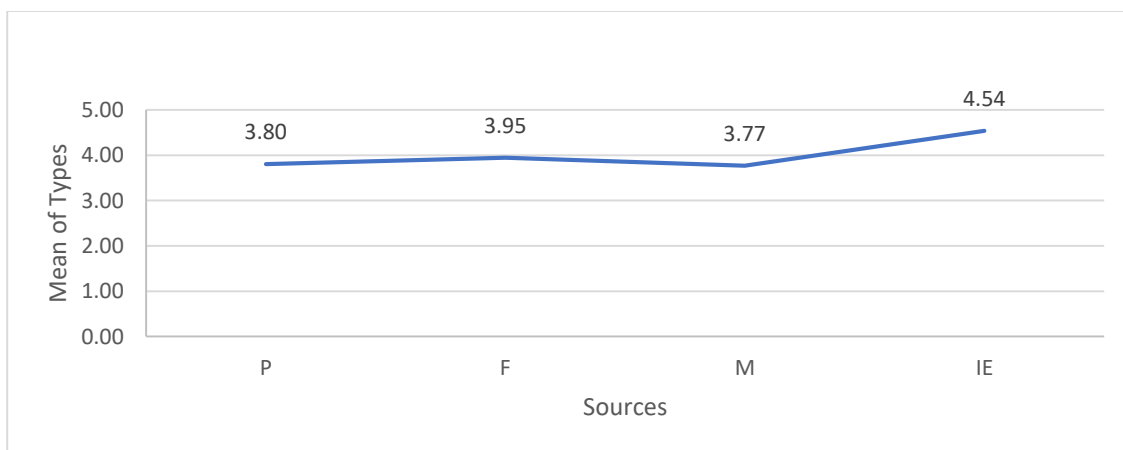


Figure 3: Mean data

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Types is the same across categories of Sources.	Independent-Samples Kruskal-Wallis Test	0.000	Reject the null hypothesis.
Asymptotic significances are displayed. The significance level is .050.				

Table 14: Hypothesis test

Compare the p-value to your significance levels to evaluate the null hypothesis to find out if any of the differences between the means are statistically significant. When the population means are equal it is considered as a null hypothesis. A significance level of alpha 0.05 has been considered here. There is no dependency between the variables as a result the null hypothesis has been rejected.

## 5.5 Entrepreneurial motivation

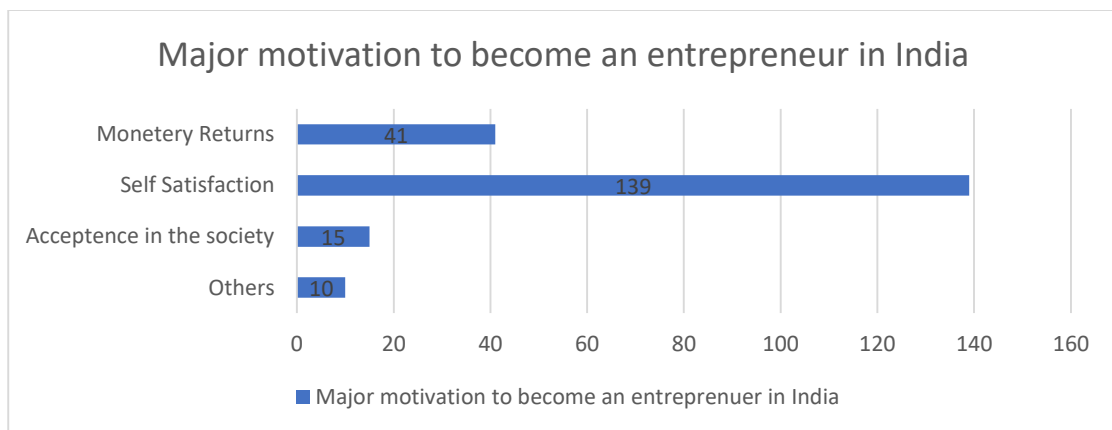
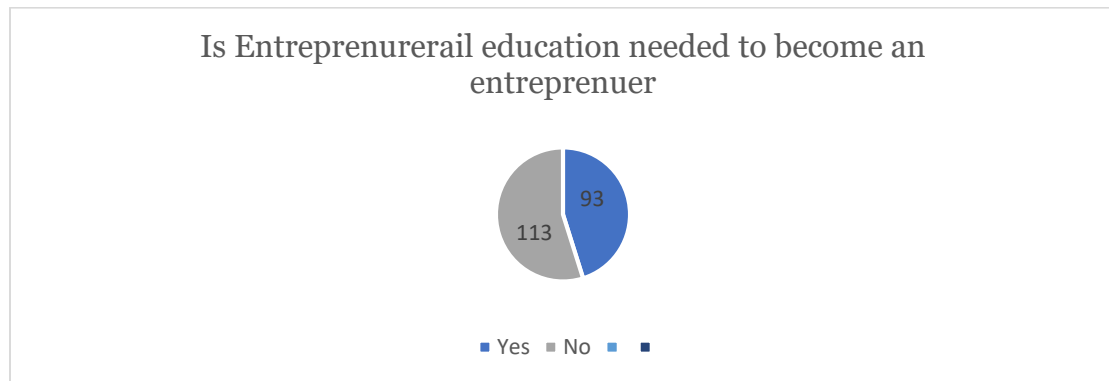


Figure 4: Major Motivation for entrepreneurship

According to the study, Self Satisfaction is considered the major motivator for choosing entrepreneurship as a profession. More than 65% of the respondents

considered it as the major motivator followed by Monetary returns. More than 20% of the population chose monetary returns. Acceptance in society came in third and less than 8% of people chose multiple reasons.

## 5.6 Entrepreneurial Education



*Figure 5: Entrepreneurship education's significance to become an entrepreneur*

Table 4 takes about the necessity of entrepreneurship education to become an entrepreneur in India. 55% of the respondents said that entrepreneurial education is not needed for becoming an entrepreneur whereas 45% of the respondents as it is not a significant factor.

## 6 Discussion

### 6.1 Introduction

The study is focused on the entrepreneurial intentions of young people in India. The motivating factors and barriers that prevent them from taking up entrepreneurial as a profession. The literature review talked about the characteristics of entrepreneurship and being an entrepreneur, the Significance of entrepreneurial education, Carrer choices of the youth, and the potential of young people to become entrepreneurs.

Chi-Square test was conducted to understand the relationship between gender and the perception of people in starting a venture in India. The results were

noteworthy because it was found that males in India consider starting a venture in India easy whereas females found it to be extremely difficult. Though India is a developing country it has its drawbacks. India is still considered as a male dominant society where men are usually the head of the family. There is still a glass ceiling that women have to break. Careers like entrepreneurship are still held predominantly by males. The studies conducted by (Wilson, Kickul, & Marlino, 2007; Zhao, Seibert, & Hills, 2005) reported a lower entrepreneurial career intention among women. Having fewer women in entrepreneurial positions affects the perception of women regarding entry to the industry. The main motivating factor to take up entrepreneurship among the respondents was Self-satisfaction. The results were in line with the research done by (Benkler et al., 2015) who talked about the rewards of entrepreneurship.

According to Salamzadeh et al (2013) To help students start up their own company or engage in business events, entrepreneurial approaches must be taught. But according to the survey conducted it is evident that 54.9% of the respondents think that entrepreneurial education is not a prerequisite to becoming an entrepreneur. The majority of the students and young graduates answered that entrepreneurship education is no need for becoming an entrepreneur. This could be because many people in India still consider Entrepreneurship as an innate trait and skills and abilities that are needed to become an entrepreneur couldn't be taught in universities. This is in contradiction to many studies conducted by ( Belwal et al, 2015, Wilson, 2008) who concluded that entrepreneurial education plays a significant part in the creation of an entrepreneur. Top Indian Entrepreneurs like Ritesh Agarwal, Kunal Shah, Mahesh Murthy are all college dropouts which further strengthen the point of contention.

Entrepreneurial education, for a lot of people it means formal education that is received in the universities or schools. Entrepreneurial education can be received from Influential entrepreneurs, Society, etc. Maybe the lucrative quality of the educational Institutions could be the reason why people chose entrepreneurial education to be not so significant. The Schultz theory of human

capital (1961) argues that education improves the efficiency of a person, which further enhances his / her performance. But the study suggests that it is not the education that encourages young people to become entrepreneurs.

Parental entrepreneurship is the single best indicator of entrepreneurship. Having an entrepreneur as the parent makes the children take up the same profession by a ratio between 1.3 to 3.0 (Arum & Mueller, 2004) But this study proves that Influential entrepreneurs have a greater impact on young budding entrepreneurs according to students and young graduates in India. The mean value for Influential entrepreneurs was greater than other variables considered. It was followed by Friends as a major source of motivation.

It is also found that Self-confidence is the major characteristic that is required to be a successful entrepreneur. Followed by Risk-taking ability. Self Confidence has been described as a basic human drive for the preservation and enhancement of self-esteem. The essential role of self-imaging in motivation, impact, and social experiences and was emphasized by philosophers, authors, educators, and of course psychologists. (Benabou & Tirole, 2002) If the Entrepreneur is not confident enough to take up challenges or to face a difficult situation, the entrepreneur wouldn't be able to motivate himself and others to deliver to the optimum level. As an entrepreneur, He/ She would have to deal with multiple people daily and the entrepreneur needs to believe in himself/ herself.

Chye Koh (1996) also in his study talked about entrepreneurial characteristics and the importance of self-confidence as a trait that is required for becoming a successful entrepreneur. In a country like India where people have to struggle and face a different range of obstacles to accomplish their ambitions and objectives. (Dhaliwal, 2016) Entrepreneurial traits like Self confidence, Risk-taking ability, autonomy desire is most essential.

The results of this research show that key barriers to entrepreneurship are Financial Instability and because it is a risky career option. This explains why a developing country like India which has a median income of less than 2000\$

per year struggles to bring out new entrepreneurs. It was a fact that many new companies tend to invest more in developing countries especially India where the potential is so high. Except for a few outliers, it is still difficult to consider Entrepreneurship as a career. Taking employment is also considered as a safer option in India because of the regular income that is credited in the bank account every month. The capital required to start a new venture in India is something that concerns a lot of young people. Because many families do not have sufficient disposable income it is difficult to acquire the capital needed for the business.

The study agrees to the research done by Pihie (2009), who suggested that financial instability is one of the key limitations of new enterprise development. Kan & Tsai, (2006). Also mentioned availability to capital as the major hindrance that young people face to become an entrepreneur. Banks and Governments can play a huge part in promoting young entrepreneurs by providing them interest-free loans, and seed capital. Promoting more venture capitalists would have a trickle-down effect on budding entrepreneurs.

## 7 Conclusion

The results have highlighted the entrepreneurial intentions of Students and Young graduates in India. This study has put forward the recent research aimed at establishing the connection between Entrepreneurial motivation and barriers faced by the youth of India which has tried to further the previous studies relating to the subject. For a country like India where parents force their children to take up professions like Engineering, Medicine, and Accountancy, More importance should be given for considering Entrepreneurship as a career. This can be done through various methods such as Incorporating entrepreneurial subjects in Schools and colleges, Governments, and banks helping them through various means. Motivation from parents and friends also play a major role.



The study found a statistically significant correlation between Gender and their perception of starting a venture in India. It is staggering to understand that Female respondents considered starting a new venture in India to be very tough. The major reason why people take up entrepreneurship as a profession is not financial gain but rather self-satisfaction. Despite low monetary incentives, highly qualified individuals tend to participate in work hard because of other incentives such as social status, self-satisfaction. (Benkler et al., 2015)

Objections of the study which was to understand the motivations and barriers to entrepreneurship among the students and young graduates in India, The results were largely aligned with previous literature. Major barriers to entrepreneurship being Financial instability and risk associated with it. Other entrepreneurs had more impact on the young generation for entrepreneurial motivation rather than Parents or Friends. Having Self Confidence followed by risk-taking ability were the traits that an entrepreneur needs according to the responses.

The need for entrepreneurial education in colleges is a major subject of contention in the academic circles. The majority of the respondents thought that it is not important to have entrepreneurial education to become an entrepreneur. The findings go against previous studies that claim entrepreneurship education to be an important factor. There should be more opportunities to encourage budding entrepreneurs that can improve society as a whole and unemployment situation in India.

## 7.1 Limitations

The population only included young graduates and students so it cannot be generalized to the nonstudent population. The scope of the study was limited to Entrepreneurial inclinations, Motivations, and barriers. The research did not check the relationship between entrepreneurship motivation and the actual act of starting a new venture. To analyze in-depth motivations and barriers, a qualitative method would have been more appropriate.

## 7.2 Recommendations

This study helps policymakers to create awareness of various government schemes in the strategy to eliminate various barriers to entrepreneurship amongst students. It will also be beneficial for academics to agree on the curriculum so that potential entrepreneurs based on expertise will benefit society as a whole. This is also useful for other students to get an insight into various motives and challenges in the field of entrepreneurship. For future scholars and researchers to have a more comprehensive look at other motivations and barriers young students and graduates face in becoming an entrepreneur.

For future researchers, the study of young graduates who went into entrepreneurship compared to the failed ones would make compelling research. Since the influence of other entrepreneurs is a motive for emerging Entrepreneurs, future studies should also examine the relationship between influential entrepreneurs and their influence on budding entrepreneurs.

It would be fascinating to carry out detailed research, using a qualitative approach to understand gender differences and their tendency to establish an enterprise and their barriers. It is important to research in-depth the value of self-trust as a quality among entrepreneurs. Potential studies should also study the effect on the entrepreneurial propensity of other structural variables, including the position of the government.

## 8 References

Abhyankar, R., 2014. The government of India's role in promoting innovation through policy initiatives for entrepreneurship development. *Technology Innovation Management Review*, 4(8).

Ahmed, I., Nawaz, M. M., Ahmad, Z., Shaukat, M. Z., Usman, A., Rehman, W. U., & Ahmed, N. (2010). Determinants of students' entrepreneurial career intentions: Evidence from business graduates. *European Journal of Social Sciences*, 15(2), 14-22.

- Akosah-Twumasi, P., Emeto, T. I., Lindsay, D., Tsey, K., & Malau-Aduli, B. (2018). A systematic review of factors that influence youths career choices—the role of culture. In *Frontiers in Education* (Vol. 3, p. 58). Frontiers
- Arnett, J. J. (2000). Emerging adulthood. A theory of development from the late teens through the twenties. *American Psychologist*, 55,
- Arum, R. and W. Mueller (eds.) (2004). *The Reemergence of Self-employment: A Comparative Study of Self-employment Dynamics and Social Inequality*, Princeton NJ, Princeton University Press
- Assan, T.B. (2012), “Youth entrepreneurial skills training as a source of employment in the North-Eastern part of Botswana 2”, *Anthropologist*, Vol. 14 No. 6, pp. 517-526.
- Barot, H.,(2015). Entrepreneurship - A Key to Success. *The International Journal of Business and Management*, Vol.3, No.1, January 2015; 163-165
- Bates, T. (1995), “Self-employment entry across industry groups”, *Journal of Business Venturing*,
- Bechard, J. and Toulouse, J. (1998), “Validation of a didactic model for the analysis of training objectives in entrepreneurship”, *Journal of Business Venturing*, Vol. 13 No. 4, pp. 317-332.
- Belwal, R. & H. Al Balushi & S. Belwal (2015), “Students’ Perception of Entrepreneurship and Enterprise Education in Oman”, *Education & Training*, 57(8-9), 924-947.
- Belwal, R., Priyadarshi, P. and Al Fazari, M.H. (2017), “Graduate attributes and employability skills:graduates’ perspectives on employers’ expectations in Oman”, *International Journal of Educational Management*, Vol. 31 No. 6, pp. 814-827.
- Bénabou, R. and Tirole, J., 2002. Self-confidence and personal motivation. *The quarterly journal of economics*, 117(3), pp.871-915.

Benkler, Y., Shaw, A., & Hill, B. M. (2015). *Peer production: A form of collective intelligence*. Cambridge, MA: MIT Press.

Birch, C., Lichy, J., Mulholland, G. and Kachour, M., 2017. An enquiry into potential graduate entrepreneurship: is higher education turning off the pipeline of graduate entrepreneurs?. *Journal of Management Development*, 36(6), pp.743-760.

Chowdhury, M.S., 2007. Overcoming entrepreneurship development constraints: the case of Bangladesh. *Journal of Enterprising Communities: People and Places in the Global Economy*.

Chye Koh, H. (1996). Testing hypotheses of entrepreneurial characteristics: A study of Hong Kong MBA students. *Journal of managerial Psychology*, 11(3), 12-25.

Creswell, J.W. (2014), *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 4<sup>th</sup> ed., Sage Publications, Los Angeles, CA.

Cross, Jamie (2009): "From Dreams to Discontent: Educated Young Men and the Politics of Work at a Special Economic Zone", *Contributions to Indian Sociology*, 43, 3, pp 351-79.

Desimone, L. M., Porter, A. C., Garet, M. S., Yoon, K. S., & Birman, B. F. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational evaluation and policy analysis*, 24(2), 81-112.

Dhaliwal, A. (2016). *Role of Entrepreneurship in Economic Development*. *International Journal of scientific research and management*, 4(6), 4262-4269.

Dollinger, M. (2008). *Entrepreneurship*. Marsh Publications.

Drucker, P. (1985), *Innovation and Entrepreneurship: Practice and Principles*, Harper & Row, New York, NY.

Engel, R.J. and Schutt, R.K. (2005), *The Practice of Research in Social Work*, Sage Publications, Thousand Oaks, CA.

EVANS, D. S., AND B. JOVANOVIC, “An Estimated Model of Entrepreneurial Choice under Liquidity Constraints,” *The Journal of Political Economy* 97 (1989)

Ezeani, E., 2018. Barriers to graduate employment and entrepreneurship in Nigeria. *Journal of Entrepreneurship in Emerging Economies*.

Fayadh, W. A. H. B. (2017). Factors affecting career choice among undergraduate students in University of Aden (Doctoral dissertation, Universiti Utara Malaysia).

Fenton, M. and Barry, A. (2014), “Breathing space-graduate entrepreneurs perspectives of entrepreneurship education in higher education”, *Education+Training*, Vol. 56 Nos 8/9, pp. 733-744.

Ghuri, P.N. and Grønhaug, K. (2005) *Research methods in business studies: A practical guide*. Pearson Education

Gliem, J.A., and Gliem, R.R. (2003). Calculating, interpreting, and reporting Cronbach’s alpha reliability coefficient for Likert-type scales. *Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education*.

Hafeez, E. (2017, July). The youth bulge; A ticking time bomb. *ECO, Dawn Newspaper Sunday Magazine*, p. Cover Story

Hasanaj, P., Ahmetaj, B. and Tërstena, A., 2020. Employment Challenges of the Youth in Kosovo. *Acta Universitatis Danubius: Oeconomica*, 16(3).

Hisrich, R., Michael, P. and Shepherd, D. (2005), *Entrepreneurship*, 6th ed., McGraw Hill Irwin, New York, NY.

I.T. Hawaldar, Lokesh, S.S. Biso, and N. R. Joseph (2016). – Factors Affecting Leaders’ Behaviour: A Study of Bahrain Banking Sector, *British Journal of Economics, Finance and Management Sciences*, Vol.12, no.1, pp. 11-21, 2016

Joensuu, S., Varamaki, E. and Viljamaa, A. (2015), "Beyond intentions – what makes a student start a firm?", *Education+Training*, Vol. 57 Nos 8/9, pp. 853-873.

Kan, K. and Tsai, W.D. (2006). *Entrepreneurship and risk aversion*. *Small Business Economics*, 26, 465–474.

Kaptan, SS & Jagtap, VK 2016, 'Reaping the Benefits of Demographic Dividend: Some Issues in India', *Journal of Commerce & Management Thought*, pp. 576–585

Kebaili, B., Al-Subyae, S.S. and Al-Qahtani, F., 2017. Barriers of entrepreneurial intention among Qatari male students. *Journal of Small Business and Enterprise Development*.

Kelley, Stanley. 1983. *Interpreting Elections*. Princeton, NJ: Princeton University Press.

Khare, M., 2018. Employability of Graduates in India—Hard Realities. *International Higher Education*, (95), pp.29-31.

Klappera, L.; Laevena, L. & Rajan, R. (2004). *Business Environment and Firm Entry: Evidence from International Data*. NBER Working Paper No. 10380

Kraemer, K.L. and Dutton, W.H., 1991. Survey research in the study of management information systems. *The information systems research challenge: Survey research methods*, 3, pp.3-58.

Kumara, S.V. and Sahasranam, C., 2009. Entrepreneurial characteristics among business management students: an empirical study. *IUP Journal of Management Research*, 8(6), p.7.

Kunene, T., 2008. *A critical analysis of entrepreneurship and business skills in SME's in the textile and clothing industry in Johannesburg, South Africa*, Pretoria: University of Pretoria

Laukkanen, M. (2000), "Exploring alternative approaches in high-level entrepreneurship education: creating micromechanisms for endogenous

regional growth”, *Entrepreneurship and Regional Development*, Vol. 12 No. 1, pp. 25-47.

Laukkanen, M. (2000), “Exploring alternative approaches in high-level entrepreneurship education: creating micromechanisms for endogenous regional growth”, *Entrepreneurship and Regional Development*, Vol. 12 No. 1, pp. 25-47

Learning Staff in Selected European Policy Documents. In *Challenging the 'European Area of Lifelong Learning'* (pp. 147-156). Springer Netherlands.

Lin, Y. J. (2012, May 1). Youth bulge: A demographic dividend or a demographic bomb in developing countries? *World Bank Blog*

Makoni, M. (2010), ‘South Africa: career guidance for higher education’, *University World News*, No 58, 18 July

Malik, I. A., Said, H. M. and Munap, R. (2018) ‘A study on the relationship between motivation factors and career choice among undergraduate students in Malaysian Private Universities’, *Journal of Entrepreneurship & Business*, 6(2), pp

Man, T. and Lau, T. (2005), “The context of entrepreneurship in Hong Kong: an investigation through the patterns of entrepreneurial competencies in contrasting industrial environments”, *Journal of Small Business and Enterprise Development*, Vol. 12 No. 4, pp. 464-481.

Mehrotra, Santosh, Gandhi, Ankita & Sahoo, Bimal. K. (2013), “Estimating India’s Skill Gap on a Realistic Basis for 2022”, *Economic and Political Weekly*, 48(13): 102- 11.

Meng Lin Xu and Shing On Leung (2018) ‘Effects of varying numbers of Likert scale points on factor structure of the Rosenberg Self-Esteem Scale’, *Asian Journal of Social Psychology*, 21(3)

MILLER, R. A., “Job Matching and Occupational Choice,” *The Journal of Political Economy* 92 (1984), 1086–120.

- Mishra, P., Singh, U., Pandey, C.M., Mishra, P. and Pandey, G., 2019. Application of student's t-test, analysis of variance, and covariance. *Annals of Cardiac Anaesthesia*, 22(4), p.407.
- Mokht, S., Bagheri, A., Shabanali Fami, H., 2013. Attitudes of rural youth towards employment in agricultural sector: the case of gonbad-e kavous county. *Village and Dev.* 15 (4), 115–136
- Moriano, J.A., F.J. Palací & Morales J.F. (2007), 'The psychosocial profile of the university entrepreneur', *Psychology in Spain*, 11, pp. 72–84
- Olujide, M.G., 2008. Attitude of youth towards rural development projects in lagos state, Nigeria. *J. Soc. Sci.* 17 (2), 163–167.
- Osipow, S. (1999). Assessing career indecision. *Journal of Vocational Behavior*, 55, 147–154.
- P.W.C. India, 2014. *Future of India-The Winning Leap*.
- Panchal, N. and Singh, W. C. (2017) 'Sustainable Entrepreneurship and Growth in India: An Assessment of Perception of Youth about Growth and Barriers of Entrepreneurship in India', *Jaipuria International Journal of Management Research*, 3(2)
- Panchal, N. and Singh, W. C. (2017) 'Sustainable Entrepreneurship and Growth in India: An Assessment of Perception of Youth about Growth and Barriers of Entrepreneurship in India', *Jaipuria International Journal of Management Research*, 3(2), pp. 10–21
- Panchal, N. and Singh, W. C. (2017) 'Sustainable Entrepreneurship and Growth in India: An Assessment of Perception of Youth about Growth and Barriers of Entrepreneurship in India', *Jaipuria International Journal of Management Research*, 3(2), pp. 10–21
- Pihie, Z.A.L. (2009) 'Entrepreneurship as a career choice: an analysis of entrepreneurial self-efficacy and intention of university students', *European Journal of Social Sciences*



- Pinto, S., Pinto, P., Hawaldar, I.T. and Sarea, A.M., 2019. Motivation And Blockades For Entrepreneurship Among Graduates. *Hindu*, 124, pp.28-6.
- Robertson, M., Collins, A., Medeira, N. & Slater, J. (2003). Barriers to start-up and their effect on aspirant entrepreneurs. *Education and Training*, 45(6),
- Salamzadeh, A., Azimi, M. A., & Kirby, D. A. (2013). Social entrepreneurship education in higher education: insights from a developing country. *International Journal of Entrepreneurship and Small Business*, 20(1), 17-34.
- Sandhu et al . ( 2011) say that factors such as fear of bankruptcy, absence of social network, risk aversion and capital shortage affect entrepreneurship.
- Sandhu, M., Sidique, S., Riaz, S., 2011. “Entrepreneurship barriers and entrepreneurial inclination among Malaysian postgraduate students,” *International Journal of Entrepreneurial Behaviour and Research*, Vol.17(4), pp.428-49
- Saunders, M., Lewis, P. and Thornhill, A. (2003). *Research Methods for Business Student*. 3rd ed. Essex: Pearson Education Limited.
- Sava, S. (2014). From ‘Innovation’ to ‘Quality’: The Topic of Professionalisation for Adult
- Savickas, M. L. (2013). The theory and practice of career construction. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (pp. 144 –180). Hoboken, NJ: Wiley
- Schultz, T.W. (1961), “Investment in human capital”, *The American Economic Review*, Vol. 51 No. 1,pp. 1-17.
- Segal, G., Borgia, D. and Schoenfeld, J. (2005), The motivation to become an entrepreneur, *International journal of Entrepreneurial Behavior & research*, Vol.11, No.1, pp42-57
- Sercombe, H. 2004. Disciplining youth work: The professionalization dilemma. *Commonwealth Youth and Development*, 2 (2): 64 – 80

Shih, J. H. and Fay, M. P. (2017) 'Pearson's chi-square test and rank correlation inferences for clustered data', *Biometrics*, 73(3), pp. 822–834.

Souitaris, V., Zerbinati, S. and Al-Laham, A. (2007), "Do entrepreneurship programmes raise entrepreneurial intention of science and engineering students? The effect of learning, inspiration and resources", *Journal of Business Venturing*, Vol. 22 No. 4, pp. 566-591.

The Economic times (2018), 'Only 5% of adult Indians establish own business: Survey' 19 March

UNFPA. (2016-17). UN population fund report. United Nations.

Vasanthakumara S A and Sahasranam C (2008), "An Empirical Study on Students' Soft Skills Inventory Test: Reliability and Non-Parametric Analysis", *The Icfai University Journal of Soft Skills*, Vol. 2, No. 3.

Wamba, L.D. and Hikkerova, L. (2014), "The entrepreneur: a significant input for the sustainability for company", *Gestion 2000*, Vol. 31 No. 4,

Wilson, K. E. (2008). *Entrepreneurship Education in Europe*. Entrepreneurship and Higher Education. Chapter 5, OECD, 1-20.

## 9 Appendix A- Questionnaire

1. Gender

Female

Male

Prefer not to say

2. Age

Below18

18-24

25-30

31-35

Over35

3. Have you completed your Under Graduate degree?

Yes

No

4. Which course have you done/ pursuing in your Under Graduate degree?

Engineering Commerce Arts

Science

Management

Other:

5. Did/ Do your college emphasize more on getting employed in a company or Entrepreneurship?

Getting Employed

Entrepreneurship

6. Did/ Do you have an entrepreneurial education or entrepreneurial department in your college?

Yes

No

7. Did you get placed in a company from your college placement department?

Yes

No

No placement department

Not yet graduated

Other:

8. Do you think Entrepreneurial education is needed to become an entrepreneur?

Yes

No

9. Do you think graduate entrepreneurs do better than entrepreneurs without a

degree?

Yes

No

Other:

10. How interested were/are you in setting your own business immediately after your graduation?

ExtremelyInterested

ModeratelyInterested

Neutral

ModeratelyUninterested

ExtremelyUninterested

11. Do you think starting a new venture is difficult in India?

Yes

No

12. Do you think being an entrepreneur contributes more to society than being an employee?

Yes

No

Neutral

13. What do you think is the major motivation for becoming an entrepreneur?

Monetary returns

Acceptance in the society

Self-satisfaction

Other:

14. Could you please elaborate on why you have selected the above response?

15. Motivational Factors To Take Up Entrepreneurship As Career \*

Self Confidence

Creative idea

Innovative thinking

Risk-taking ability

Autonomy desire

Being Competitive

16. What do you think the major barrier to becoming an entrepreneur is?

Financial instability

Societal/Family pressure

Risky Career

Having no Entrepreneurial skills/ background

Education

Other:

17. Could you please elaborate on why you have selected the above response?

18. What do you think is the major source of motivation to consider entrepreneurship as a profession? \*

Parents/ Relatives

Friends/ Classmates

Professors/ Mentors

Influential Entrepreneurs