Economic Sciences
https://economic-sciences.com
ES (2025) 21(2), 119-130| ISSN:1505-4683

Beyond the Degree: Exploring Skills and Entrepreneurial Drive of Gujarat's Business Graduates

Dr. Agnya Patel[1]
[1]Assistant Professor, MBA Dept, Faculty of Management & Information Sciences,
Dharmsinh Desai University, Nadiad, Gujarat - 387001, India
Email: agnya51@gmail.com
Orcid Id: https://orcid.org/0009-0005-1079-8807

Abstract:

India's evolving entrepreneurial ecosystem underscores the growing importance of entrepreneurial skills among business graduates. This study assesses the entrepreneurial skills and intentions of 692 business graduates in Gujarat, with a focus on the influence of demographic variables and entrepreneurship education. Using a descriptive research design, data were collected via structured questionnaires and analysed using SPSS. Results indicate a significant association between entrepreneurial intention and factors such as gender, annual family income, and exposure to entrepreneurship education. Conversely, no significant relationship was found between entrepreneurial intention and academic year or family size. Notably, 70% of respondents had received entrepreneurship education, and 52% expressed a clear intent to pursue entrepreneurship. Skill self-assessments revealed strengths in opportunity recognition and risk management, but moderate proficiency in leadership and strategic decision-making. The findings highlight the critical role of targeted educational interventions, inclusive policies, and supportive ecosystems in fostering entrepreneurial capabilities and intent among business graduates.

Keywords: *Entrepreneurial skills, Entrepreneurial intention, Entrepreneurship education, business graduates*

1. Introduction:

India's growing entrepreneurial activity is reflected in the rise of start-up ecosystems and government-backed initiatives such as the Start-up India Scheme. As per the Global Entrepreneurship Monitor India Report (2022-23), 14.4% of adults aged 18–64 were engaged in early-stage entrepreneurial activities in 2021, a substantial increase from 5.3% in 2020 (GEM, 2023). This increase signifies a shift towards entrepreneurship as an attractive career prospect in India, contributing to the economic progress and national prosperity. However, challenges remain in addressing the high unemployment rate among graduates, particularly those in the age group of 22-27 years. The CMIE reported that the unemployment rate among graduates stood at 17.8% between January and April 2022, significantly higher than the national average of 7.3% (CMIE, 2022). This disparity underscores the need for tailored education programs that not only impart knowledge but also enhance entrepreneurial capabilities, ensuring that graduates are better equipped for self-employment or entrepreneurial ventures. Moreover, while India's GDP growth slowed to 7.7% in 2022 and is projected to further decelerate to 5.2% in 2023 (Ministry of Finance, 2023), entrepreneurship remains a crucial avenue for generating jobs and addressing the employment challenge. The role of entrepreneurship education has thus become central in shaping business graduates' intentions to pursue entrepreneurial ventures; with studies, indicating that exposure to entrepreneurial education significantly enhances students' entrepreneurial intentions (Peterman & Kennedy, 2003). The rise in entrepreneurial interest, however, brings to the forefront the necessity for a workforce equipped with the right set of skills. Business graduates are at the heart of this entrepreneurial wave, as they are often the primary candidates for launching start-ups or leading innovative ventures. Entrepreneurial skills, such as opportunity recognition, risk management, leadership, and financial planning, are vital for business graduates who aspire to succeed in a competitive market. These skills empower graduates not only to identify viable business ideas but also to execute them effectively and sustainably. Research has consistently shown that business graduates who possess these skills tend to have a

Economic Sciences
https://economic-sciences.com
ES (2025) 21(2), 119-130| ISSN:1505-4683

higher success rate in their entrepreneurial pursuits, as they are better prepared to navigate the challenges associated with starting and scaling a business (Dollinger, 2019).

Despite the growing importance of these skills, studies suggest that many business graduates in India still lack sufficient exposure to entrepreneurship education and practical experience. While there has been greater focus on start-up training and education in universities and business schools, there is still a significant gap in the quality and scope of these programs (Kuratko, 2005). Additionally, factors such as family background, income levels, and gender can also influence entrepreneurial intentions and the likelihood of pursuing self-employment (Chlosta et al., 2012).In this context, understanding the factors that shape the entrepreneurial skills and intentions of business graduates is critical. This study aims to examine the present state of entrepreneurial skills among business graduates in India, particularly in Gujarat, and explore the relationship between demographic factors and entrepreneurial intentions. With a focus on identifying the key drivers of entrepreneurial success, this research can inform policy and educational reforms aimed at nurturing the next generation of entrepreneurs. This research endeavours to

- Assess the entrepreneurial skills of business education graduates in Gujarat, with a focus on their potential for self-employment.
- Analyse the influence of demographic characteristics on entrepreneurial intention among business students.
- Determine the effect of entrepreneurship education on the entrepreneurial intention of business graduates.

2. Methodology:

This study adopts a descriptive research design aimed at examining the entrepreneurial intention and entrepreneurship education among business graduates. Non-probability convenience sampling was employed, with a sample size of 692 participants. Data were collected using a structured questionnaire, which included closed-ended questions to facilitate efficient data collection and quantitative analysis. The data were analysed using statistical tools, specifically MS Excel and SPSS.

3. Analysis:

As the entrepreneurial ecosystem in India continues to grow, it becomes essential to assess the drivers of entrepreneurial intentions, especially in the context of business education. With a sample size of 692 respondents, the study provides valuable insights into how demographic characteristics such as gender, academic year, family structure, and income influence entrepreneurial aspirations. Additionally, it highlights the contribution of entrepreneurial education in shaping these intentions.

The data analysis process is guided by the objective of identifying significant patterns and relationships within the collected data. By applying statistical tools like SPSS and Microsoft Excel, the study seeks to quantify the impact of various factors on students' entrepreneurial intentions. This approach helps uncover not only the influence of academic and economic factors but also the perceived skills and competencies that business graduates possess, which are critical for entrepreneurial success. The findings from the data analysis aim to inform policy-making and educational practices that can nurture and support entrepreneurial aspirations among business students.

Demographic Profile of Respondents:

3.1 Gender of Respondents:

Table 1: Gender of Respondents:

	Central Gujarat	North Gujarat	Saurashtra/ Kutchh	South Gujarat	TOTAL
Male	162	75	97	88	422
	65.9%	67.0%	57.1%	53.7%	61.0%
Female	84	37	73	76	270
	34.1%	33.0%	42.9%	46.3%	39.0%

Economic Sciences
https://economic-sciences.com
ES (2025) 21(2), 119-130| ISSN:1505-4683

Total	246	112	170	164	692
	100%	100%	100%	100%	100%

According to the data, 61% of respondents are maleand 39% are female, indicating male dominance in the sample.

3.2 Year of Study of Respondents:

Table 2: Year of Study:

	Central Gujarat	**North Gujarat**	**Saurashtra/ Kutchh**	**South Gujarat**	**TOTAL**
Year 1	44	22	41	62	169
	26%	13%	24.3%	36.7%	24.4%
Year 2	107	29	53	30	219
	43.5%	25.9%	31.2%	18.3%	31.6%
Year 3	95	61	76	72	304
	38.6%	54.5%	44.7%	43.9%	43.9%

According to the data, 44% of respondents are in Year 3, 32% in Year 2, and 24% in Year 1, indicating the highest participation from final-year students.

3.3 Number of Family Members of Respondents:

Table 3: No. of Family Members:

	Central Gujarat	**North Gujarat**	**Saurashtra/ Kutchh**	**South Gujarat**	**TOTAL**
Less than 3	15	10	15	8	48
	6.1%	8.9%	8.8%	4.9%	6.9%
3	138	36	75	57	306
	56.1%	32.1%	44.1%	34.8%	44.2%
4	46	52	50	65	213
	18.7%	46.4%	29.4%	39.6%	30.8%
5	35	11	13	25	84
	14.2%	9.8%	7.6%	15.2%	12.1%
More than 5	12	3	17	9	41
	4.9%	2.7%	10.0%	5.5%	5.9%

The data shows that 44% of families have 3 members and 31% have 4 members, indicating that 75% of respondents belong to nuclear families. Smaller families dominate the sample, with only 7% having fewer than 3 members and 6% having more than 5 members.

3.4 Annual Family Income of Respondents:

Table 4: Annual Family Income:

	Central Gujarat	**North Gujarat**	**Saurashtra/ Kutchh**	**South Gujarat**	**TOTAL**
2,50,000 and below	27	33	21	24	105
	10.9%	29.5%	12.4%	14.6%	15.2%
2,50,001 to 5,00,000	46	23	22	20	111
	18.7%	20.5%	12.9%	12.2%	16.0%
5,00,001 to 7,50,000	39	13	15	18	85
	15.9%	11.6%	8.8%	11.0%	12.3%
7,50,001 to 10,00,000	40	9	24	26	99

Economic Sciences
https://economic-sciences.com
ES (2025) 21(2), 119-130| ISSN:1505-4683

	16.3%	8.0%	14.1%	15.9%	14.3%
10,00,001 to 15,00,000	36	12	26	26	100
	14.6%	10.7%	15.3%	15.9%	14.5%
15,00,001 and above	58	22	62	50	192
	23.6%	19.6%	36.5%	30.5%	27.7%

The data indicates a polarized income distribution, with 28% of families in the high-income group (₹15,00,001 and above) and 15% in the low-income group (₹2,50,000 and below). Middle-income families (₹2,50,001 to ₹10,00,000) account for 42%, reflecting a diverse economic background among respondents.

3.5 Entrepreneurship Education of Respondents:

Table 5: Entrepreneurship Education:

	TOTAL
Yes	484
	70%
No	208
	30%
Total	692
	100%

The data shows that 70% of respondents have received entrepreneurship education, while 30% have not, indicating widespread exposure to entrepreneurial learning among participants.

3.6 Entrepreneurship Intention of Respondents:

Table 6: Entrepreneurship Intention:

	TOTAL
Yes	361
	52.1%
No	229
	33%
May Be	102
	14.7%
Total	692
	100%

The data reveals that 52% of respondents intend to pursue entrepreneurship, 33% do not, and 15% are uncertain. This indicates that a majority show a clear entrepreneurial inclination, while a significant minority lack interest, and a smaller group remains undecided

3.7 Assessment of Entrepreneurial skills:

The survey data highlights key strengths and areas for improvement in respondents' entrepreneurial competencies. Respondents excel in Opportunity Recognition, demonstrating a strong ability to identify market needs (Mean Rating: 3.78) and emerging trends (Mean Rating: 3.97). However, their ability to assess the viability of business ideas (Mean Rating: 3.60) suggests a gap in evaluating the sustainability of opportunities. In Problem-Solving and Creativity, they show moderate to high capabilities (Mean Rating: 3.53-3.76), but further development in innovative thinking could enhance their entrepreneurial edge. While respondents are willing to take risks (Mean Rating: 3.86) and

Economic Sciences
https://economic-sciences.com
ES (2025) 21(2), 119-130| ISSN:1505-4683

manage uncertainty (Mean Rating: 3.74), their lower score in risk assessment and mitigation (Mean Rating: 3.68) indicates a need for more strategic risk management training. Their competency in Resource Acquisition and Allocation (Mean Rating: 3.77) is strong, but network building (Mean Rating: 3.46) remains an area for growth, highlighting the need to strengthen external relationships for business success. In Leadership and Team Building, while respondents are adept at delegating (Mean Rating: 3.74) and inspiring others (Mean Rating: 3.53), their lower score in team recruitment and management (Mean Rating: 3.34) points to the need for improved team-building skills. Lastly, respondents show resilience and adaptability (Mean Rating: 3.80), but their strategic thinking and decision-making (Mean Rating: 3.37) could be further developed to enhance long-term entrepreneurial planning. Overall, respondents display a solid foundation in key entrepreneurial skills, with room for improvement in areas such as strategic thinking, risk management, and team development, which are crucial for sustained entrepreneurial success.

Table 7: Ratings of Entrepreneurial Skill:

Rank	Skills	Mean Score of Ratings
1	Opportunity Recognition	3.78
2	Risk Management	3.76
3	Problem Solving and Creativity	3.74
4	Risk Management	3.67
5	Adaptability and Resilience	3.64
6	Leadership and Team Building	3.54
7	Strategic Thinking and Decision making	3.48

3.8 Assessment of Entrepreneurial Intention:

The survey reveals that respondents have strong entrepreneurial aspirations, with high levels of readiness to start their own businesses (Mean Rating: 3.53) and a positive attitude towards entrepreneurship (Mean Ratings: 3.53 for desirability and 3.67 for feasibility). They also perceive strong social support for their entrepreneurial pursuits (Mean Ratings: 3.51–3.68), indicating external encouragement. Respondents express confidence in their ability to control the entrepreneurial process (Mean Rating: 3.83) and generate business ideas (Mean Rating: 3.79). However, there is less confidence in their skills to manage and develop a business (Mean Rating: 3.29), highlighting a gap in entrepreneurial self-efficacy. While they feel equipped to start a business, they are less certain about managing its long-term growth and overcoming operational challenges. In summary, while respondents show strong entrepreneurial intent and positive attitudes, further focus on developing skills in business management and long-term sustainability could enhance their potential for entrepreneurial success.

Table 8: Ratings of Entrepreneurial Intention:

Sr.No	Entrepreneurial Intention	Mean Score of Ratings
1	Entrepreneurial Aspiration	3.66
2	Entrepreneurial Attitude	3.56
3	Subjective Norms	3.61
4	Perceived Behavioural Control	3.72
5	Entrepreneurial Self efficacy	3.39

Economic Sciences
https://economic-sciences.com
ES (2025) 21(2), 119-130| ISSN:1505-4683

3.9 Statistical Tests:

3.9.1 Entrepreneurial Intention and Gender:

H_{01}: Entrepreneurial Intention is independent of gender.

H_{a1}: Entrepreneurial Intention is dependent on gender.

The results show significant p-values ($p < 0.05$), indicating a statistically significant association between gender and entrepreneurial intention, leading to the rejection of the null hypothesis.

Table 9: Crosstab Analysis for Entrepreneurial Intention and Gender:

			Gender		Total
			Male	Female	
Entrepreneurial Intention	Yes	Count	229	157	386
		% within Entrepreneurial Intention	59.3%	40.7%	100.0%
	No	Count	98	63	161
		% within Entrepreneurial Intention	60.9%	39.1%	100.0%
	May be	Count	52	24	76
		% within Entrepreneurial Intention	68.4%	31.6%	100.0%
Total		Count	422	270	692
		% within Entrepreneurial Intention	61.0%	39.0%	100.0%

Table 10: Chi Square test for Entrepreneurial Intention and Gender:

	Value	df	Asymp Sig (2- sided)
Pearson Chi-Square	10.573	2	.005
Likelihood Ratio	10.758	2	.004
Linear-by-Linear Association	.383	1	.536
N of Valid Cases	692		

3.9.2 Entrepreneurial Intention and Size of Family:

H_{02}: Family size has no effect on Entrepreneurial intention.

H_{a2}: Family size has significant effect on Entrepreneurial intention.

The results exhibit no significant association between family size and entrepreneurial intention ($p > 0.05$). Thus, the null hypothesis is accepted.

Table 11: Crosstab Analysis for Entrepreneurial Intention and No. of family members:

			No. of family members					Total
			Less than 3	3	4	5	More than 5	
Entrepreneurial Intention	Yes	Count	12	209	109	22	9	361
		% within Entrepreneurial Intention	25.0%	57.9%	30.51%	26.19%	21.95%	100.0%
	No	Count	17	74	67	41	30	229
		% within Entrepreneurial Intention	35.42%	24.18%	31.46%	49.40%	36.59%	100.0%
	May be	Count	19	23	37	21	2	102
		% within Entrepreneurial Intention	39.58%	7.52%	20.22%	24.41%	41.46%	100.0%
Total		Count	48	306	213	84	41	692
		% within Entrepreneurial Intention	6.9%	44.2%	30.7%	12.1%	5.92%	100.0%

Economic Sciences
https://economic-sciences.com
ES (2025) 21(2), 119-130| ISSN:1505-4683

Table 12: Chi Square test for Entrepreneurial Intention and No. of family members:

	Value	df	Asymp Sig (2- sided)
Pearson Chi-Square	30.453	8	.231
Likelihood Ratio	31.290	8	.142
Linear-by-Linear Association	9.191	1	.002
N of Valid Cases	692		

3.9.3 Entrepreneurial Intention and Annual Family Income:

H_{03}: Annual Family Income has no effect on Entrepreneurial Intention.

H_{a3}: Annual Family Income has significant effect on Entrepreneurial intention.

Crosstab analysis shows varying entrepreneurial intention across income brackets. The chi-square test ($\chi^2 = 60.044$, df = 10, $p < 0.05$) confirms relationship between entrepreneurial intention and annual income of family.

Table 13: Crosstab Analysis for Entrepreneurial Intention and Annual Family Income:

			Annual Family Income						Total
			2,50,000 and below	2,50,001 to 5,00,000	5,00,001 to 7,50,000	7,50,001 to 10,00,000	10,00,001 to 15,00,000	15,00,001 and above	
Entrepreneurial Intention	Yes	Count	26	25	18	20	25	33	361
		% within Entrepreneurial Intention	7.6%	7.2%	5.2%	5.8%	7.2%	9.5%	100.0%
	No	Count	33	35	29	34	34	64	229
		% within Entrepreneurial Intention	9.6%	10.1%	8.4%	9.8%	9.8%	18.5%	100.0%
	May be	Count	46	51	38	45	41	71	102
		% within Entrepreneurial Intention	14.4%	15.9%	11.9%	14.0%	12.8%	22.0%	100.0%
Total		Count	105	111	85	99	100	192	692
		% within Entrepreneurial Intention	15.2%	16.0%	12.3%	14.3%	14.5%	27.7%	100.0%

Table 14: Chi Square Test for Entrepreneurial Intention and Annual Family Income:

	Value	df	Asymp Sig (2- sided)
Pearson Chi-Square	60.044	10	.000
Likelihood Ratio	56.602	10	.002
Linear-by-Linear Association	59.202	1	.004
N of Valid Cases	692		

3.9.4 Entrepreneurial Intention and Year of Study:

H_{04}: Year of Study has no effect on Entrepreneurial Intention.

H_{a4}: Year of Study has significant effect on Entrepreneurial intention.

In crosstab analysis, the frequencies and percentages of entrepreneurial intention across different years of study are presented. The chi-square test (χ^2 =

Economic Sciences
https://economic-sciences.com
ES (2025) 21(2), 119-130| ISSN:1505-4683

109.863, df = 4, p > 0.05) indicates no relationship between entrepreneurial intention and the year of study.

Table 15: Crosstab Analysis for Entrepreneurial Intention and Year of Study:

			Year of study			Total
			Year 1	Year 2	Year 3	
Entrepreneurial Intention	Yes	Count	45	93	223	361
		% within Entrepreneurial Intention	26.6%	42.5%	73.4%	52.1%
	No	Count	71	59	99	229
		% within Entrepreneurial Intention	42.0%	27.0%	32.6%	33.0%
	May be	Count	53	67	29	102
		% within Entrepreneurial Intention	31.4%	30.6%	9.5%	14.7%
Total		Count	169	219	304	692
		% within Entrepreneurial Intention	24.4%	31.6%	43.9%	100.0%

Table 16: Chi Square Test for Entrepreneurial Intention and Year of Study:

	Value	df	Asymp Sig (2- sided)
Pearson Chi-Square	109.863	4	.068
Likelihood Ratio	110.355	4	.043
Linear-by-Linear Association	88.043	1	.023
N of Valid Cases	692		

3.9.5 Entrepreneurial Intention and Entrepreneurship Education:

H_{05}: Entrepreneurship Education has no effect on entrepreneurial intention.

H_{a5}: Entrepreneurship Education has significant effect on entrepreneurial intention.

In the crosstab analysis, the frequencies and percentages of entrepreneurial intention are compared across different levels of entrepreneurship education. The chi-square test ($\chi^2 = 235.749$, df = 2, $p < 0.05$) indicates a significant association between entrepreneurship education and entrepreneurial intention, suggesting that exposure to entrepreneurship education is related to higher entrepreneurial intention.

Table 17: Crosstab Analysis for Entrepreneurial Intention and Entrepreneurship Education:

			Entrepreneurship Education		Total
			Yes	No	
Entrepreneurial Intention	Yes	Count	316	45	361
		% within Entrepreneurial Intention	65.3%	21.6%	52.1%
	No	Count	123	106	229
		% within Entrepreneurial Intention	25.4%	50.9%	33.0%
	May be	Count	45	57	102
		% within Entrepreneurial Intention	9.3%	27.4%	14.7%
Total		Count	484	208	692
		% within Entrepreneurial Intention	70.0%	30.0%	100.0%

Table 18: Chi Square test for Entrepreneurial Intention and Entrepreneurship Education:

	Value	df	Asymp Sig (2- sided)
Pearson Chi-Square	235.749	2	.000
Likelihood Ratio	237.467	2	.001
Linear-by-Linear Association	220.178	1	.000
N of Valid Cases	692		

Economic Sciences
https://economic-sciences.com
ES (2025) 21(2), 119-130| ISSN:1505-4683

The analysis of 692 responses using SPSS revealed that entrepreneurial intention is significantly influenced by gender (p = 0.005), annual family income (p = 0.000), and exposure to entrepreneurship education (p = 0.000). These findings suggest that male students, those from higher-income households, and those with entrepreneurship education are more likely to express entrepreneurial intent.No significant associations were found between entrepreneurial intention and the number of family members (p = 0.231) or year of study (p = 0.068), indicating that these demographic factors do not strongly affect students' entrepreneurial aspirations.The data also show that 61% of respondents were male, and a majority belonged to nuclear families (3–4 members). Notably, 70% had received entrepreneurship education, and 52% expressed a clear intention to pursue entrepreneurship, reflecting a positive outlook toward self-employment among students, particularly when supported by relevant educational exposure and economic background.

Table 19: Summary of Statistical Tests:

Relationship	P value	Hypothesis Accepted/ Rejected	Interpretation
Entrepreneurial Intention & Gender	0.005	Rejected	Significant association between variables
Entrepreneurial Intention & No. of family members	0.231	Accepted	No Significant association between variables
Entrepreneurial Intention & Annual Family Income	0.000	Rejected	Significant association between variables
Entrepreneurial Intention & Year of study	0.068	Accepted	No Significant association between variables
Entrepreneurial Intention & Entrepreneurship Education	0.000	Rejected	Significant association between variables

4. Discussions:

The demographic profile of the respondents reveals a reasonably diverse sample across gender, academic progression, family structure, and income brackets, which adds depth and variability to the findings. The predominance of male respondents (61%) suggests a possible gender gap in business education enrolment or response rate, which may have influenced the observed significant relationship between gender and entrepreneurial intention. With Year 3 students forming the largest cohort (44%), it can be inferred that entrepreneurial intention might mature with academic exposure—however, the absence of a statistically significant relationship between the year of study and entrepreneurial intention challenges this assumption. This may imply that mere academic progression does not inherently nurture entrepreneurial aspirations, and targeted interventions are necessary throughout all academic levels. Family structure, with 3-member and 4-member families dominating the sample, did not significantly influence entrepreneurial intention, indicating that household size may not be a strong determinant in career decision-making in this context. In contrast, annual family income showed a significant association with entrepreneurial intention. This suggests that economic stability or access to financial resources could play a crucial role in enabling or encouraging entrepreneurship, possibly due to reduced financial risk or higher exposure to entrepreneurial role models within affluent families.

The findings around entrepreneurship education are particularly noteworthy. With 70% of respondents exposed to such programs, and a significant statistical association with entrepreneurial intention, the data underscores the transformative potential of entrepreneurship education. It reflects the positive influence these programs can have on shaping attitudes and intentions, likely by enhancing skills, providing role models, and demystifying the entrepreneurial process. This strengthens the case for integrating structured and experiential entrepreneurship education within business curricula. From a skills perspective, respondents rated themselves highly in opportunity recognition and risk management, indicating a strong sense of

awareness and confidence in core entrepreneurial competencies. Their moderate proficiency in leadership and team-building, and comparatively lower confidence in strategic thinking and decision-making, highlight areas where business education may need to evolve. These skills are critical for long-term sustainability and growth of entrepreneurial ventures, and their underdevelopment could hinder the successful transition from entrepreneurial intention to action. Psychologically, the respondents exhibit a favourable orientation towards entrepreneurship, as evidenced by their aspirations, attitudes, and perceived behavioural control. High mean scores in perceived social support and self-efficacy indicate a social and cognitive environment conducive to entrepreneurship. However, the moderate self-confidence in entrepreneurial capability (Mean Score: 3.39) points to potential internal barriers or gaps in experiential learning. This gap highlights the need for mentorship, practical exposure, and confidence-building activities to translate intention into action.

Hypothesis testing reinforces these insights by statistically validating the influence of gender, income, and entrepreneurship education on entrepreneurial intention. The non-significant results for family size and academic year challenge assumptions often made about demographic uniformity in entrepreneurial tendencies, and suggest that entrepreneurial motivation may be more affected by personal experiences and environmental factors than by demographic variables alone.

5. Implications:

The results indicate notable implications for policy formulation aimed at fostering entrepreneurship among business education graduates. Firstly, the considerable role of entrepreneurship education in shaping entrepreneurial intention underscores the need for policymakers to integrate structured, experiential learning across all academic years. This may include introducing practical modules, start-up simulations, and access to campus-based incubators to nurture entrepreneurial thinking from the early stages of education. Furthermore, the gender-based disparity in entrepreneurial intention calls for targeted support for women through mentorship programs, financial incentives, and awareness initiatives that address both structural and socio-cultural barriers. The positive correlation between annual family income and entrepreneurial intention also highlights the importance of democratizing access to capital. Government bodies and financial institutions should consider offering startup grants, low-interest loans, or credit guarantees to aspiring entrepreneurs from lower-income backgrounds.

Additionally, the observed skill gaps in strategic thinking and leadership indicate the need for capacity-building initiatives that extend beyond theoretical instruction. National and regional policies should support hands-on training programs, certified workshops, and collaboration with industry stakeholders to develop these critical competencies. Finally, fostering a supportive entrepreneurial ecosystem within educational institutions—through entrepreneurship cells, student clubs, and community engagement—can significantly enhance students' confidence and social validation for entrepreneurial pursuits. For a region like Gujarat, which already has a strong entrepreneurial culture, localized policy interventions that cater to its unique demographic and economic landscape can further amplify these efforts and create a robust pipeline of future entrepreneurs.

6. Conclusion:

This study offers nuanced understanding of the intricate connections between individual characteristics, educational exposure, and entrepreneurial inclination among business graduates in Gujarat. It highlights that while entrepreneurial interest is present across a broad spectrum of students, its actual development is influenced by key enablers such as financial background, gender dynamics, and access to entrepreneurship education. The findings make it evident that fostering entrepreneurship is not a one-dimensional task; it requires a blend of curricular innovation, policy support, and institutional commitment. As Gujarat continues to position itself as a hub for economic growth and innovation, empowering its youth through inclusive, skill-oriented, and resource-accessible educational practices will be essential. Moving forward, a focused effort to bridge existing gaps—in both confidence and competence—can significantly

strengthen the state's entrepreneurial ecosystem and ensure that business education graduates are not only equipped to conceptualise ventures but also to realize them effectively.

References:

1. Global Entrepreneurship Monitor. (2024). *Global Entrepreneurship Monitor India National Report 2022–23*. Retrieved from https://www.gemconsortium.org/report/global-entrepreneurship-monitor-india-national-report-2022-23
2. Ministry of Statistics and Programme Implementation. (2024). *Key Unemployment Statistics For 2023*. Retrieved from https://dge.gov.in/dge/sites/default/files/2023-09/5099_E.pdf
3. Centre for Monitoring Indian Economy. (2023). *Unemployment Rate in India*. Retrieved from https://www.forbesindia.com/article/explainers/unemployment-rate-in-india/87441/1
4. Chlosta, S., Patzelt, H., Klein, S. B., & Dormann, C. (2012). Parental role models and the decision to become an entrepreneur: The moderating effect of personality. Small Business Economics, 38(1), 121-138. https://doi.org/10.1007/s11187-010-9277-9
5. Dollinger, M. J. (2019). Entrepreneurship: Strategies and resources. Pearson.
6. Kuratko, D. F. (2005). *The entrepreneurial mindset: Strategies for continuously creating opportunity in an age of uncertainty*. Pearson Education.
7. Pinto, Slima and Pinto, Prakash and Hawaldar, Iqbal Thonse and Darwish, SaadZnad, Entrepreneurial Skills and Intention of Graduate Students for Business Start-ups: A Survey from India (September 2, 2020). International Journal of Innovation, Creativity and Change, 14 (3), 951-970, 2020, Available at SSRN: https://ssrn.com/abstract=3689247
8. Olorunfunmi&Kayii, Assessment of Entrepreneurial skills for Curbing Unemployment among Business Education Students in Rivers State, 2019. Int. J. Business & Law Research 7(1):62-71
9. NajafiAuwalu Ibrahim and EsuhOssai-Igwe Lucky, Relationship between Entrepreneurial Orientation, Entrepreneurial Skills, Environmental Factor and Entrepreneurial Intention among Nigerian Students in UUM, Entrepreneurship and Innovation Management Journal, ISSN: 2310-0079, e-ISSN: 2311-1836 Volume: 2, Issue: 4 (November 2014), Pages: 203-213
10. Bejinaru, R. (2018), "Assessing students' entrepreneurial skills needed in the knowledge economy", Management & Marketing, Challenges for the Knowledge Society, Vol. 13, No. 3, pp. 1119-1132, DOI: 10.2478/mmcks-2018-0027
11. Garry Laverty, Lezley-Anne Hanna, Sharon Haughey, Carmel Hughes (2015), "Developing Entrepreneurial Skills in Pharmacy Students", American Journal of Pharmaceutical Education 2015; 79 (7) Article 106
12. https://www.thehindubusinessline.com/data-stories/data-focus/educated-but-no-work-covid-accelerates-unemployment-rate-among-graduates/article65643658.ece
13. https://economictimes.indiatimes.com/news/economy/indicators/indias-gdp-to-slow-from-8-3-in-2021-to-7-7-in-2022-moodys/articleshow/93917960.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst
14. Elena Ruskovaara&TimoPihkala (2015) Entrepreneurship Education in Schools: Empirical Evidence on the Teacher's Role, The Journal of Educational Research, 108:3, 236-249, DOI: 10.1080/00220671.2013.878301
15. Scott Shane and S. Venkataraman;The Academy of Management Review;Vol. 25, No. 1 (Jan., 2000), pp. 217-226 (10 pages)
16. Rauch, A., &Hulsink, W. (2015). Putting entrepreneurship education where the intention to act lies: An investigation into the impact of entrepreneurship education on entrepreneurial behavior. *Academy of Management Learning & Education, 14*(2), 187–204. https://doi.org/10.5465/amle.2012.0293
17. https://www.researchgate.net/publication/251184644_The_Roots_of_Entrepreneurship_and_Small_Business_Research
18. Bae, T. J., Qian, S., Miao, C., & Fiet, J. O. (2014). The relationship between entrepreneurship education and entrepreneurial intentions: A meta-analytic review. Entrepreneurship Theory and Practice, 38(2), 217-254. https://doi.org/10.1111/etap.12095
19. Baron, R. A. (2006). Opportunity recognition as pattern recognition: How entrepreneurs "connect the dots" to identify new business opportunities. Academy of Management Perspectives, 20(1), 104-119. https://doi.org/10.5465/amp.2006.19873412
20. Baum, J. R., & Locke, E. A. (2004). The relationship of entrepreneurial traits, skill, and motivation to subsequent venture growth.

Journal of Applied Psychology, 89(4), 587-598. https://doi.org/10.1037/0021-9010.89.4.587
21. Bejinaru, R. (2018). Assessing students' entrepreneurial skills for driving innovation in the universities. Management & Marketing, 13(3), 984-995. https://doi.org/10.2478/mmcks-2018-0026
22. Bullough, A., & Renko, M. (2013). A study of homeless mobility and entrepreneurial persistence. Journal of Business Venturing, 28(3), 430-448. https://doi.org/10.1016/j.jbusvent.2012.07.004
23. Chen, M. H. (2007). Entrepreneurial leadership and new ventures: Creativity in entrepreneurial teams. Creativity and Innovation Management, 16(3), 239-249. https://doi.org/10.1111/j.1467-8691.2007.00439.x