

IRSTI 06.77.64
UDC 331

<https://doi.org/10.46914/1562-2959-2022-1-1-331-336>

S.S. TAMENOVA,*¹

c.e.s., professor.

*e-mail: s.tamenova@turan-edu.kz

A.M. SEKERBAYEVA,¹

PhD student.

e-mail: sekerbayevaagerim@gmail.com

¹Turan University, Kazakhstan, Almaty

STUDY OF KAZAKHSTANI STUDENTS' ENTREPRENEURIAL INTENTIONS

Abstract

The aim of the study is to examine Kazakhstani students' career plans and the primary elements that influence their entrepreneurial inclinations. The Kazakh database GUESSS (Global University Entrepreneurial Spirit Students' Survey) was used in the study. The goal of the GUESSS project is to generate unique and new ideas about student entrepreneurship in the form of academic and practical results. Our study demonstrates that respondents' personal qualities, family and social affiliations, and the university environment all have an effect on students' entrepreneurial inclinations. Kazakhstan participated in the GUESSS international survey three times in 2016, 2018, and 2021 as the primary tool for analysis. The GUESSS national report's key findings from previous years were incorporated. The study thoroughly evaluates the entrepreneurship literature and the factors that influence entrepreneurial intentions. The study's findings evaluated the primary characteristics of Kazakhstani students' entrepreneurial goals in contrast to global trends. Analyzing the critical elements influencing students' career intentions enables institutions to design policies and practices that support the growth of students' entrepreneurial activities. Additionally, the findings of this paper accurately represent the entrepreneurial intentions and ambitions of Kazakhstani university students, both undergraduate and postgraduate. The major findings about the impact of the university environment on students' entrepreneurial objectives, intentions, and motivation are highlighted as well. The study identifies the critical elements for fostering a more supportive and inspiring environment conducive to entrepreneurship in higher education. The university professors, students, and university administrations can benefit significantly from this study, and educational policy administrators and entrepreneurs can greatly improve business-university engagement opportunities.

Key words: education, student entrepreneurship, career intentions, university environment, database, universities, entrepreneurial spirit.

Introduction

As the current study indicates, youth entrepreneurship development involves the implementation of entrepreneurship education's methodologies and content (EC, 2013; Eurofound, 2015; OKO, 2015). As a result, a third purpose has been added to universities' instructional and research mission today – that of the entrepreneur. In order to accomplish a definite purpose, it is vital to establish a future university environment supporting the growth and development of students' entrepreneurial aspirations. In this review, we look at Kazakhstani students' career plans. The paper employs the database results of the GUESSS survey polled in 30 universities of Kazakhstan. The benefit of this study is that it considers both students' short- and long-term career plans.

Literature review

The growing literature on entrepreneurship and entrepreneurial intentions urges us to mention this field's leading research contributions. Generally, there are two main intention-based models for predicting entrepreneurial intentions: Ajzen's theory of planned behaviour (TPB) [1] and Shapero's entrepreneurial event model (SEE) [2] and was improved further by Krueger and his colleagues. Krueger and his coauthors had compared and contrasted two above mentioned models, TBP (theory of planned behaviour) and SEE (Shapero's entrepreneurial event model). In their linear model of

entrepreneurship described by Krueger [3], they revealed that perceived feasibility (self-efficacy, the individual's confidence in successfully tackling entrepreneurial issues) and perceived attractiveness (the individual's willingness to begin entrepreneurial tasks) influence intentions. Whenever we discuss about the intentions, we are to mention the importance of motivational theories rooted in psychology. Motivation can arise from within (intrinsic motivation) or from outside (extrinsic motivation) (extrinsic). Intrinsic motivation refers to intangible motivations that drive an entrepreneur to take action endogenously. The desire for accomplishment, self-actualization, or reciprocity is all examples of intrinsic motivations of this type [4].

Sieger et al. (2016) examine entrepreneurs' social identities. They, too, make use of the GUESSS database and focus on the same concerns about entrepreneurial drive. They develop three components, which they label Darwinian, Communitarian, and Missionary identities, after making certain alterations (such as excluding some items from the analysis). Additionally, they discover considerable regional variations in entrepreneurial identities across Western areas [5].

Methodology

The primary objective of GUESSS is to develop innovative and unique insights into student entrepreneurship through academic and practitioner output.

Numerous scientific issues are examined in detail, including the following:

- ◆ Entrepreneurial goals
- ◆ Emerging entrepreneurialism
- ◆ Expansion and success of new ventures
- ◆ Successive generations of a family enterprise
- ◆ Corresponding influencing factors at many levels, for example:
 - ◆ At the individual level: motivations, preferences, and social identity;
 - ◆ At the family level: familial structure and relationships
 - ◆ At the university level: education in entrepreneurship, entrepreneurial climate, and learning
 - ◆ At the cultural and institutional level

GUESSS collects data in as many nations as possible every two-three years to accomplish the primary objective. This is accomplished through the use of a centrally administered online survey that employs validated and current measurement devices. This enables thorough cross-country and within-country comparisons and analyses. Additionally, GUESSS identifies students who respond to the survey in two distinct waves of data gathering, allowing for longitudinal analysis.

GUESSS addresses a broad range of stakeholders, including students, researchers, businesses, policymakers, and universities.

In 2021, the ninth round of the international longitudinal study of students' entrepreneurial spirit surveyed about 267,000 students from institutions in 58 countries. The Swiss Institute of Small Business and Entrepreneurship at the University of St. Gallen launched the project in 2003. (Switzerland, KMU-HSG). Kazakhstan became a member of this project for the first time in 2016 as a result of the efforts of the Kazakhstan Association of Higher Education and Turan University. Turan University serves as the project's coordinator in Kazakhstan.

This article discusses the findings of the GUESSS Kazakhstan- 2016,2018 and 2021 national surveys, which is are part of a global survey of students' entrepreneurial spirit performed by the University of St. Gallen and the University of Bern (Bern University). The GUESSS project of Kazakhstan in 2021 surveyed 2,791 students. Over 30 universities in Kazakhstan were included in the poll.

Results and discussions

The decision to pursue an entrepreneurial career and the desire to start a business is entirely personal. Economic, historical, cultural, and institutional elements, on the other hand, impact individual desires and stimulate their conversion into acts.

According to the global research GUESSS Report 2021, 18% of students polled expect to pursue entrepreneurial endeavours shortly following graduation [7]. In comparison to the 2016 and 2018

survey data of Kazakhstani students, the trend of entrepreneurial ambitions (i.e. the intention to start a new business) improved dramatically in 2021: the indicators increased from 11.60 to 18.92% [8, 9].

According to global data, more than 32% of students who prefer an entrepreneurial profession five years after graduation prefer an entrepreneurial career – 52.45%, 35.9%, and 29.95%, respectively. Simultaneously, a quarter of all Kazakhstani students surveyed are unsure about their immediate post-graduation plans, let alone five years from now. Following graduation, 18.27% expect to work in an SME with the equivalent of 250 full-time employees for five years before transitioning to an entrepreneurial career.

A study of students’ entrepreneurial goals revealed promising results: 67.4% attempt to start their firm or become self-employed, while 21.8% currently have their own business or work for themselves (Figure 1).

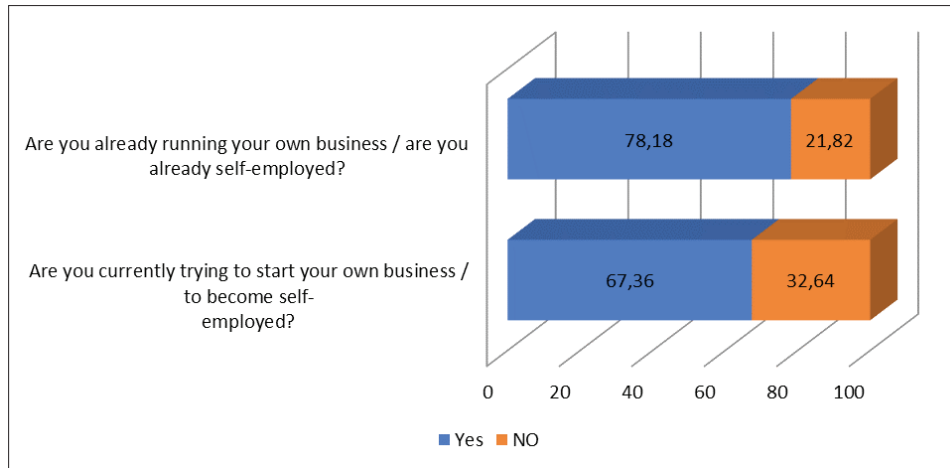


Figure 1 – Entrepreneurial Intention [6]

Three statements were used to assess entrepreneurial intentions: “My professional ambitions are to become an entrepreneur; I will do all possible to start and operate my own business,” and “I am determined to start a business in the future”. Students were asked to evaluate their agreement with these assertions on a seven-point scale ranging from 1 indicating significant disagreement to 7 indicating perfect agreement [10]. Entrepreneurial intention indices were constructed using the responses as the arithmetic mean of all responses. Kazakhstan is ranked third (out of 58 nations) in the index of new and established entrepreneurs in various countries.

It is critical to have a shared institutional environment for universities that supports entrepreneurship. It can be encouraged by instituting programs such as business proposal competitions. Students can receive constructive input from experienced entrepreneurs and participate in the development of business incubators on university campuses and obtain seed money.

Around 46.7% of respondents indicated that the academic environment motivates them to explore new business ideas. The overall atmosphere comprises the teachers’ attitudes, the curriculum, and extracurricular options. Additionally, 42.7% of students believe that the university environment is conducive to entrepreneurship, while 43.5% believe that the university fosters entrepreneurship.

Data obtained in 2021 indicate a decline in these three opportunities (teacher attitudes, curriculum, and extracurricular activities), which may result of the impact of COVID–19 on education, business, and entrepreneurship in general.

The family’s impact is also critical in the development of entrepreneurial thinking in students. The vast majority of students, 87.4 %, indicated that their family members would view their entrepreneurial goals positively (Figure 3, p. 334). The shifting influence of the family demonstrates a positive attitude toward family and social business in Kazakhstan.

The majority of respondents (82.1%) and fellow students indicated that they receive support from close friends (79.7%). Thus, we may conclude that Kazakhstani society, on the whole, views young people’s business goals positively.

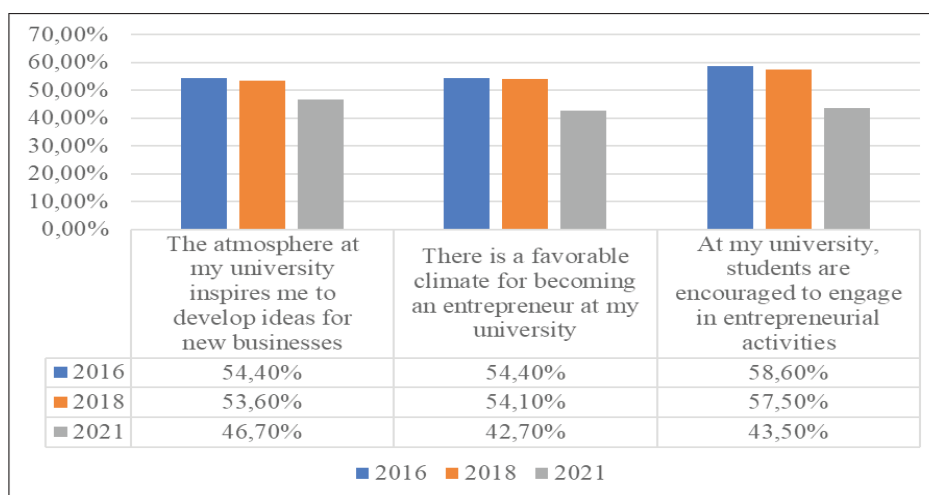


Figure 2 – General atmosphere at university [6]

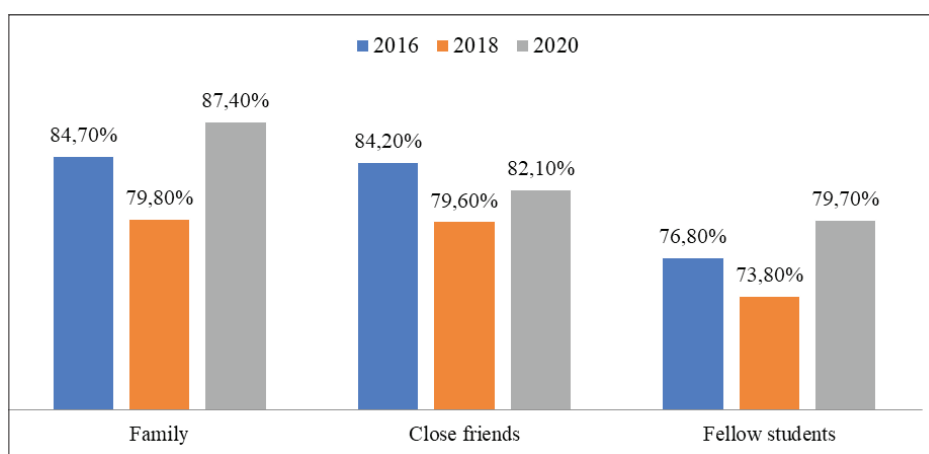


Figure 3 – Perceived positive reaction from the closed community [6]

Conclusion

Increased incentive to start a business has been linked to an increase in the attractiveness of entrepreneurship as a job among the general population and assistance for entrepreneurs through business incubators at universities and government-funded entrepreneurship programs.

Kazakhstan is ranked third (out of 58 nations) in terms of the index of potential entrepreneurs (67.4%) and active entrepreneurs (21.8%).

The index with the highest value is typical of developing countries (Nigeria, Ukraine, Iraq, and Iran), whereas the index with the lowest value is indicative of developed economies (Japan, Switzerland, Germany).

According to the study, between 41% and 47% of Kazakhstani respondents report that the university courses and offers they attended helped them better grasp entrepreneurs' attitudes, values, and motivations, as well as the processes necessary to establish their own business.

The study's findings indicate that entrepreneurship training programs at universities facilitate the process of developing students' entrepreneurial intentions.

The research of the family and sociocultural factors' influence on the development of students' entrepreneurial inclinations reveals a good trend.

By examining students' entrepreneurial goals, it is feasible to improve university policy and practice regarding the entrepreneurial purpose.

REFERENCES

- 1 Ajzen I. The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 1991, 50, pp. 179–211.
- 2 Shapero A., Sokol L. The Social Dimensions of Entrepreneurship. In: *Encyclopedia of Entrepreneurship*, Prentice-Hall, Englewood Cliffs, 1982, pp. 72–90.
- 3 Krueger N., Reilly M.D., Carsrud A.L. Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 2000, 15, pp. 411–432.
- 4 Nuttin J.R. *Future Time Perspective and Motivation: Theory and Research Method*. 1984.
- 5 Sieger P., Fueglistaller U., Zellweger T.M. *Student Entrepreneurship 2016: Insights From 50 Countries*. 2016.
- 6 Tamenova S., Baizyldayeva U., Nurmukhanova G., Razakova D., Turgumbayeva A., Yeralina E., Seitbatkalova A., Zhakhanova Z., Sekerbayeva A. National report GUESSS Kazakhstan – 2021. Almaty: Turan University. 2022. URL: https://www.guesssurvey.org/resources/nat_2021/GUESSS_Report_2021_Kazakhstan.pdf
- 7 Sieger P., Raemy L., Zellweger T., Fueglistaller U., Hatak I. *Global Student Entrepreneurship 2021: Insights From 58 Countries*. St.Gallen/Bern: KMU-HSG/IMU-U. 2021.
- 8 Sudibor O., Turgumbayeva A. *Entrepreneurial Intentions and Behavior of Students attending Kazakhstani Universities. Global University Entrepreneurial Spirit Students' Survey 2016. National Report Kazakhstan*. Almaty: Turan University, 2016.
- 9 Tazabekova K.A., Tamenova S.S., Sudibor O.L., Nurtaeva D.K., Iskakova A.B., Gerasimova N.S., Kuznetsova G.Kh., Nusupekova A.B., Amangeldieva N.S., Nurkeev A.S. National report GUESSS Kazakhstan – 2018. Almaty: Turan University, 2019. 64 p.
- 10 Zellweger T., Sieger P., Halter F. Should I stay or should I go? Career choice intentions of students with family business background. *Journal of Business Venturing*, 2011, no. 26(5), pp. 521–53.

С.С. ТАМЕНОВА,*¹

Э.ғ.д., профессор.

*e-mail: s.tamenova@turan-edu.kz

А.М. СЕКЕРБАЕВА,¹

докторант.

e-mail: sekerbayevaaigerim@gmail.com

¹«Туран» университеті, Қазақстан, Алматы қ.

ҚАЗАҚСТАНДЫҚ СТУДЕНТТЕРДІҢ КӘСІПКЕРЛІК НИЕТІН ЗЕРТТЕУ

Аңдатпа

Зерттеудің мақсаты – қазақстандық студенттердің кәсіпкерлік ниетіне әсер ететін мансаптық жоспарларды және негізгі факторларды зерттеу. Зерттеу қазақстандық GUESSS дерекқорын (Global University Entrepreneurial Spirit Students' Survey) қолдану арқылы жүргізілді. GUESSS жобасының мақсаты – академиялық және практикалық нәтижелер түріндегі студенттік кәсіпкерлік туралы бірегей және жаңа білімді қалыптастыру. Біздің зерттеуіміз студенттердің кәсіпкерлік ниетіне респонденттердің тұлғалық ерекшеліктері, отбасылық және әлеуметтік қатыстылығы, университет ортасы әсер ететінін көрсетеді. Талдау жүргізу үшін негізгі деректер базасы – GUESSS халықаралық сауалнамасы, оған Қазақстан 2016 ж., 2018 ж. және 2021 ж. үш рет қатысты. GUESSS ұлттық есебінің осы жылдар ішіндегі негізгі нәтижелері пайдаланылды. Зерттеуде кәсіпкерлік туралы зерттеулерге және кәсіпкерлік ниеттерге әсер ететін факторларға сыни шолу жасалды. Зерттеу нәтижелері бойынша жаһандық үрдістермен салыстырғанда қазақстандық студенттердің кәсіпкерлік ниеттерінің негізгі сипаттамалары анықталды. Студенттердің мансаптық ниетінің негізгі факторларын талдау – студенттердің кәсіпкерлік белсенділігінің дамуына әсер ететін университеттердің саясаты мен практикасын жасауға мүмкіндік береді. Осы зерттеудің нәтижелері қазақстандық жоғары оқу орындары студенттерінің бакалавриатта да, жоғары оқу орнынан кейінгі білім беруде де кәсіпкерліктегі кәсіпкерлік ниеті мен амбициясын жақсы көрсетеді. Сондай-ақ, студенттердің кәсіпкерлік мақсаттарына, ниеттеріне және мотивациясына университет ортасының әсер ету дәрежесі анықталды. Тұтастай алғанда, біздің зерттеулеріміз жоғары оқу орнында кәсіпкер болу үшін неғұрлым қолайлы және шабыттандыратын климатты құруда қандай параметрлер маңызды екенін түсінуімізге көмектеседі. Зерттеу материалдарын ЖОО оқытушылары, студенттер, ЖОО әкімшілігі, білім беру жүйесінің менеджерлері, сондай-ақ кәсіпкерлер бизнес пен ЖОО арасындағы өзара әрекеттестік перспективаларын жақсарту мақсатында пайдалана алады.

Тірек сөздер: білім беру, студенттік кәсіпкерлік, мансаптық ниет, университеттік орта, мәліметтер базасы, ЖОО-лар, кәсіпкерлік рух.

С.С. ТАМЕНОВА,*¹

к.э.н., профессор.

*e-mail: s.tamenova@turana-edu.kz

А.М. СЕКЕРБАЕВА,¹

докторант.

e-mail: sekerbayevaaigerim@gmail.com

¹Университет «Туран», Казахстан, г. Алматы

ИССЛЕДОВАНИЕ ПРЕДПРИНИМАТЕЛЬСКИХ НАМЕРЕНИЙ КАЗАХСТАНСКИХ СТУДЕНТОВ

Аннотация

Целью исследования является изучение карьерных планов и основных факторов, влияющих на предпринимательские намерения казахстанских студентов. Исследование проведено с использованием казахстанской базы данных GUESSS (Global University Entrepreneurial Spirit Students' Survey). Основной целью проекта GUESSS является генерация уникальных и новых знаний о студенческом предпринимательстве в форме академических и практических результатов. Наше исследование показывает, что личностные характеристики респондентов, семья и социальная принадлежность, университетская среда влияют на предпринимательские намерения обучающихся. Основной базой данных для проведения анализа является международный опрос GUESSS, в котором Казахстан участвовал три раза: в 2016 г., 2018 г. и 2021 г. Были использованы ключевые результаты национального опроса GUESSS за эти годы. В исследовании представлен критический обзор исследований о предпринимательстве и факторов, влияющих на предпринимательские намерения. По результатам исследования определены основные характеристики предпринимательских намерений казахстанских студентов в сравнении с глобальными тенденциями. Анализ ключевых факторов карьерных намерений обучающихся позволяет разработать политику и практику университетов, влияющих на развитие предпринимательской активности студентов. Результаты данного исследования хорошо отражают предпринимательские намерения и амбиции в предпринимательстве студентов казахстанских вузов как в бакалавриате, так и в послевузовском образовании. Также определена степень влияния университетской среды на предпринимательские цели, намерения и мотивацию студентов. В целом исследование дополняет понимание того, какие параметры важны для создания более благоприятного и вдохновляющего климата в высших учебных заведениях для того, чтобы стать предпринимателем. Материалы исследования могут использовать преподаватели вуза, студенты, администрация вузов, менеджеры системы образования, а также предприниматели в целях улучшения перспектив взаимодействия бизнеса и вуза.

Ключевые слова: образование, студенческое предпринимательство, карьерные намерения, университетская среда, база данных, вузы, предпринимательский дух.