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A STUDY OF ENTREPRENEURIAL, DIGITAL, AND SELF-MANAGEMENT SKILLS IN ENHANCING FUTURE SKILLS READINESS OF UNDERGRADUATE STUDENTS

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Abstract
Moving ahead towards the 21st century, the dynamically changing Indian workforce requires undergraduate students to be future-ready with a range of embedded skills. Entrepreneurial skills are highly required for startups in the Indian scenario with support from programs like 'Startup India', etc. Digital skills prepares the students for the technology-driven economic scenario, whereas self-management skills maximize adaptability, discipline, etc among students. The researcher has focused on analyzing future skills readiness among undergraduate students by highlighting three core areas namely entrepreneurial, digital, and self-management skills and evaluated their significance on future readiness among students.
The investigator conducted the study among 145 undergraduate students in Mumbai with the help of simple random sampling methods. The skills for future-readiness in terms of entrepreneurship, digitals, and self management skills were assessed through a structured questionnaire using a five-point likert scale. The questionnaire was conducted through Google forms, and confidentiality as well as academic purposes of the survey were notified to the respondents.
The researcher applied the correlation analysis using Pearson's correlation analysis to determine the relationship among the variables. The findings revealed that all three competencies positively impact future readiness, with self-management skills being the key contributor. The study is limited to undergraduate students, whereas it only focused on the importance of the three key competencies. Additionally, the influence of teachers on enhancing the future readiness of the undergraduate students, as well as other competencies, were not taken into consideration in this study.
One of the key implications of the study findings is the need to include more experiential learning, project based assignments, integrate digital skills across all modules, certified courses on digital literacy, self-development mentoring and modules. Moreover, incorporate holistic assessment methods within the educational infrastructure in order to make students more equipped to the future workforce demands.
By up-scaling the readiness skills, it is possible to make students more competent in regard to the job market, adaptability, resilience, and socio-economic development through bridging the skill gap among youth. The study demonstrates originality in research as it contains a collective impact of entrepreneurial digital, self-management skills on future reading among undergraduate students.

Key Words: *Entrepreneurial Skills, Digital Skills, Self-management Skills, Future Skills Readiness, Undergraduate Students*

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Introduction

The modern workforce's skill requirements have been drastically altered by the quick development of digital technology, globalization, and the changing nature of work. Giving undergraduate students future-focused skills that go beyond academic knowledge and promote long-term employability, flexibility, and career resilience is becoming more and more difficult for higher education institutions. In this regard, future skills readiness has become a crucial concept that represents a person's ability to adapt successfully to technological change, challenging problem-solving requirements, and unpredictable work contexts.

Entrepreneurial skills, digital skills, and self-management abilities are among the talents that have received a lot of scholarly and practical attention as being crucial for future labor readiness. In both organizational and self-employment settings, entrepreneurial skills such as opportunity recognition, innovation, risk-taking, and strategic thinking support proactive career behavior and value generation. Concurrently, the widespread integration of digital platforms, automation, data analytics, and virtual collaboration tools has made digital skills important across industries, necessitating graduates to exhibit technological fluency and digital flexibility. In addition to these competences, self-management abilities including goal-setting, time management, emotional control, self-motivation, and a focus on lifelong learning help people manage their own performance and ongoing skill development in quickly evolving situations.

Future skills preparation is increasingly seen as a multifaceted result impacted by the interplay of behavioral, technical, and cognitive competencies. Only a small amount of empirical research has looked at the combined impact of entrepreneurial skills, digital competences, and self-management abilities on undergraduate students' future skill preparation. This disparity is especially noticeable in emerging nations, where graduates face more employability issues and higher education systems are experiencing digital revolution.

In light of this, the current study examines how entrepreneurial, digital, and self-management abilities can improve undergraduate students' preparedness for future skills. The study intends to add to the expanding corpus of research on graduate employability and future job readiness by empirically investigating the connections between these skill sets. The results are anticipated to have important ramifications for legislators, curriculum designers, and higher education institutions when creating skill-oriented educational frameworks that are in line with Industry 4.0 and changing labor market demands.

Krueger's Entrepreneurial Event Model (2000) provides a solid theoretical background to the proposed study and describes how entrepreneurial intentions emerge and are shaped by desirability, feasibility, and propensity to act. Entrepreneurial skills affect student attitudes towards entrepreneurship and increase desirability of entrepreneurship, while digital and self-management skills affect feasibility and increase students' confidence in their ability to resolve possible entrepreneurial and future work-related challenges. Lastly, self-management skills affect propensity to act and increase the likelihood of students turning intentions into actions. The combination of all factors described above clarifies why entrepreneurial, digital, and self-management skills increase undergraduate students' readiness of future skills.

This study is grounded in Human Capital Theory (10) (Becker, 1964), viewing entrepreneurial, digital, and self-management skills as key investments that enhance employability. The study is further supported by Self-Determination Theory (Deci & Ryan, 1985) and McClelland's Achievement Motivation Theory (1961), which explain how motivation, self-regulation, and achievement orientation drive skill development. Together, these perspectives suggest that these competencies strengthen undergraduate students' future skills readiness by improving adaptability and career resilience.

Following this line of thought, this study further conceptualizes future skills readiness as an evolving and integrative construct, facilitated by the dynamic interaction between entrepreneurial orientation, digital adaptability, and self-regulatory behavior. In an increasingly knowledge-based and technology-oriented economic environment, it is argued that these competencies do not act in isolation but rather complementarily to achieve a synergistic effect, thus enabling students to be more prepared for their future. For example, entrepreneurial competencies cultivate opportunity-oriented thinking, which is further enhanced through digital competencies that enable individuals to harness technology for innovative thinking and problem-solving. At the same time, self-management competencies enable individuals to be more effective in sustaining such behavior through discipline, perseverance, and learning, thus facilitating further career advancement.

Furthermore, this integrative conceptualization of entrepreneurial, digital, and self-management competencies is more in line with the changing demands of Industry 4.0, where hybrid skill sets comprising technological, cognitive, and behavioral competencies have become highly desirable. In this respect, it is argued that the

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integrative interaction between entrepreneurial, digital, and self-management competencies cultivates a mindset for innovativeness, flexibility, and lifelong learning, all of which have become essential traits for navigating increasingly complex and uncertain career paths.

From an educational point of view, this underlines the importance of a paradigm shift in traditional content-based learning approaches to competency-based learning approaches, where emphasis is given to experiential learning, interdisciplinary approaches, and problem-solving. The integration of project-based learning, digital simulations, entrepreneurial incubation initiatives, and reflective approaches in academic curriculums can have a significant impact on students' skill development. Moreover, promoting academic-industry partnerships can offer students hands-on experiences, thus bridging the gap between knowledge acquisition and industry demands.

Moreover, the study recognizes the importance of this contextual relevance in the backdrop of developing economies, where systemic issues like resource constraints, skill gaps, and technology shifts make it imperative for students to develop competencies in a holistic approach. By providing students with an effective combination of entrepreneurial competencies, digital competencies, and self-management competencies, higher education can be a game-changer in terms of promoting employability outcomes and supporting economic development.

Ultimately, this extended perspective serves to further reinforce the notion that future skills readiness is not a product of an individual skillset, but rather a product of a strategic approach to integrating those skillsets. It also serves to further reinforce the need for educational systems that promote a holistic approach to developing students' skillsets, to ensure that they are best positioned to succeed within a dynamic and changing global workplace environment.

Need of the Study

- Are students in higher education institutions ready for the future?
- What role does the skill of entrepreneurship play in pupils' readiness for skills?
- In what ways can digital skills train students for the workplace of the future?
- What's the significance of self-management skills when considering the readiness of students to learn skills?
- What is the combined effect of self-management skills, digital skills, and entrepreneurial skills on students' readiness for skills of the future?

Aim of the Study

A Study of Entrepreneurial, Digital, and Self-Management Skills in Enhancing Future Skills Readiness of Undergraduate Students.

Research Objectives

- To assess the level of future skills readiness among students in higher education institutions.
- To evaluate students' entrepreneurial skills and their contribution to overall future readiness.
- To examine the digital skills possessed by students and their influence on future workforce preparedness.
- To analyse the self-management skills of students and their role in enhancing future skill readiness.
- To determine the combined effect of entrepreneurial skills, digital skills, and self-management skills on the future skills readiness of students.

Review of Literature

Okiridu, O. S. F., & Smart, I. (1) (2024) conducted research on the "Digital Entrepreneurial Skills Acquisition and Self-Empowerment of Postgraduate Business Education Student in Rivers State Universities." The researcher assessed the link between self-empowerment and digital skills for entrepreneurs among postgraduate business education students of Rivers State University. Pearson Correlation analysis was employed to evaluate the data from the 154 participants of the correlational method. The finding revealed that students' self-empowerment is greatly enhanced by their skills in data visualization and app development. To enhance employability among the students, the study proposed that both skills be incorporated into the business program.

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Tatpuje, D. U., Kakade, A., Jadhav, V., & Ganbote, A. (2) (2022) conducted "A comparative study on advanced skills of technology and entrepreneurial skills with the awareness and preparedness among the rural youths" which examined the readiness of rural children in the face of the Fourth Industrial Revolution. It focused on how fast the changes are taking place in the field of technology, as the researcher highlighted there an urgent need for advanced skills. The paper examined and compared the knowledge level of different groups of TVET learners in terms of TVET education as well as entrepreneurship education. It modifies the TAILOR-C model according to the standards required in the Fourth Industrial Revolution using experimental applied research methodology. To achieve sustainable living and SDG-2030 targets, the results will emphasize incorporating life skills, digital entrepreneurship,ICT,soft skills, digital pedagogy in TVET & EE.

Malhotra, S., Anil, K., & Kaur, A. (3) (2023) investigated on "Impact of Social Entrepreneurship on Digital Technology and Students' Skill Set in Higher Education Institutions: A Structured Equation Model." The aim of this research was to examine how the usage of digital technology and skill development of students are impacted by the efforts of social entrepreneurship in institutions of higher learning. A total of 203 students from Delhi NCR contributed to the gathering of data for this research, which utilized structural equation modeling (AMOS). The findings of this study indicated that students who took part in social entrepreneurial activities had their digital technology usage, performance, sense of social responsibility, and skill developments positively impacted higher education institutions in the NCR region of Delhi. Findings indicate that participation in social entrepreneurial activities increases the usage level of digital technology, skill development, sense of social responsibility, and performance of students.

Emmanuel, K., Saidu, S. E., & Abu, K. (4) (2025) explored "The Role Of Digital Innovation Skills In Shaping Entrepreneurial Readiness Among Commerce Students At The University Of Makeni." The study examined how students at the University are prepared for entrepreneurship in relation to their digital innovation skills. A total of 120 students were surveyed and underwent semi-structured interviews through a mixed-methods design. SPSS and thematic analysis were used to assess the data. The results indicated that there was a strong positive relationship between entrepreneurial readiness and digital innovative skills, as evidenced by a correlation coefficient of 0.82 at $p < 0.001$, while 68% variation in readiness was accounted for by digital skills. The study suggested incorporating digital training into the curriculum, strengthening institutional support, and adopting policies that deal with digital entrepreneurship.

Raj, P. (5) (2024). Conducted a study "Industry 4.0 Skillsets and Career Readiness: A Study on the Preparedness of Indian University Students for the Future of Work." The aim and objectives of this research paper are to identify and analyze the readiness level among Indian university students in adapting to Industry 4.0. This research primarily focused on evaluating the readiness level of university students in terms of technological skills, adaptability, problem-solving skills, and industry awareness through survey research. The final outcome provided an indication of aligning higher education curriculums with Industry 4.0 requirements.

Naik, Bijaya Nanda; Rao, et al (6) . (2025) studied "Time management and readiness for self-directed learning among medical undergraduates of a tertiary healthcare institution- A cross-sectional study from Eastern India." where it focused on the relationship between medical undergraduate students' performance, ability for self-directed learning, and time management skills. The findings indicated that a vast majority of medical students lacked time management skills and were not equipped for self-directed learning. A small, positive relationship was found to exist between time management and performance. The female gender, rural students, and students better equipped for self-directed learning possessed better time management skills. The article argues that training in self-directed learning and time management should be incorporated into medical courses.
Siddique, S., Ahsan, A., et al. (7) (2022). investigated "Students' Workplace Readiness: Assessment and Skill-Building for Graduate Employability." and assessed graduate employability through skill development and job preparedness, focusing on personal competencies in project management education. An exploratory action research approach revealed the deficiency in the students' knowledge of personal competencies, especially on their communication abilities. A structured framework of training and assessment was developed from these findings to enhance graduates' employability and workplace readiness.

Alieksieieva et al. (2021) (11), researched on the paper titled Self-education and self-management to develop entrepreneurship competence in future professionals. the authors highlight the need to develop self-education and self-management skills in professional education to develop entrepreneurial skills among future professionals, especially in the unstable labor market in Ukraine. The authors found that the students lack the

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necessary psychological and self-management skills, and the need to develop these skills among the students is highlighted. The authors developed a model and suggested the use of tools such as workshops, video lectures, and e-portfolios, and the need to develop self-employment skills among the students is highlighted.

Yuliany (2026) (12) investigated the relationship between self-management and work readiness among undergraduate fresh graduates, noting that despite possessing higher educational qualifications, many graduates feel unprepared for employment and are perceived similarly by employers. Based on a sample of 120 participants and using reliable measurement scales, the study identified a strong and statistically significant positive correlation between self-management and work readiness ($r = 0.846$, $p < 0.05$). The results indicate that strengthening self-management skills is essential for improving graduates' preparedness to meet industry demands.

Deepavani and Kumaravel (2025) (13) investigates on "An Exploratory Study on the Relationship Between Entrepreneurial Skills and Employability Readiness," and examines the correlation between entrepreneurial skills and employability readiness among 320 undergraduate and postgraduate business management students in three universities. Through standardized measurement tools and quantitative analysis, the study establishes that there is a significant positive correlation between entrepreneurial skills, especially opportunity recognition and self-management, and employability readiness dimensions such as career clarity, workplace skills, and job search competency. The study implies that students with high levels of entrepreneurial skills are more employable.

Ahmed's study (2023) (14) seeks to explore the SDL behavior as an essential determinant of digital competence among business research students, underlining its significance for improving the quality and collaborative effectiveness of business research. By utilizing a holistic framework comprising perceived usefulness, facilitating conditions, SDL readiness, personal innovativeness, computer self-efficacy, and behavioral intention, this study utilizes a robust methodological approach based on a combination of Partial Least Squares Structural Equation Modelling (PLS-SEM), Artificial Neural Networks (ANN), and Importance Performance Map Analysis (IPMA). The study findings clearly indicate that all proposed constructs have a significant impact on SDL behavior, with personal innovativeness and computer self-efficacy being the most significant determinants of SDL behavior. The study's contribution to existing literature can be seen in its exploration of SDL behavior in a digital environment, its validation of integrating multiple analytical techniques in educational research, and its implications for promoting digital competence and lifelong learning among business research students in an increasingly technology-oriented academic environment.

Udekwe and Iwu (2024) (15) explore the relationship between digital technology, innovation, entrepreneurship education (EE), entrepreneurial intention (EI), and entrepreneurial motivation (EM) through a systematic literature review of literature published between 2010 and 2024. The study, based on selected literature from prominent databases like Scopus and Web of Science, comprising a total of 69 publications, reveals how digital technology impacts EE in terms of innovation, skill development, and motivation, leading to overall economic development and employment generation. The study reveals various themes like how digital technology influences EE, and various critical factors like infrastructure, investment, and cultural influences. It also reveals challenges like resource and infrastructure constraints, and how it emphasizes the importance of strategic interventions in EE for effective integration of digital technology and innovation. The study thus reveals how EE needs to be aligned with technological changes for enhanced entrepreneurial intention and motivation among students in a digital world.

Van Laar, E., van Deursen, A. J., van Dijk, J. A., & de Haan, J. (2017) (16) focused on the topic "The relation between 21st-century skills and digital skills" and emphasized the importance of the concept of digital competence, which is not only related to digital skills but also encompasses skills in the areas of information processing, communication, and problem-solving. The authors, through the systematic review method, have clearly shown the importance of digital skills in employability and adaptability in the knowledge-based economy. The implications are that in the future, the need to integrate digital literacy skills with cognitive and social skills will have to be taken into account by the higher education system.

Tomy, S., & Pardede, E. (17) (2018) conducted a study on the importance of entrepreneurial competencies in uncertain environments, focusing on the theme "From uncertainties to successful start-ups: A data analytics approach to predict entrepreneurial intention." In the study, the authors, through predictive analytics, concluded

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that people with high entrepreneurial orientation and analytical thinking capabilities are more likely to succeed in the dynamic environment, driven by technology, which further emphasizes the importance of entrepreneurial skills in the future readiness of an individual.

Cazan, A. M., & Schiopca, B. A. (18) (2014) aimed to explore the role of self-directed learning and personality characteristics on academic achievement, with a focus on self-management capabilities. The authors revealed that self-management skills, such as planning, self-monitoring, and self-regulation, are significant factors that affect students' academic performance and adaptability to new challenges. Moreover, this study emphasizes that individuals with high self-management capabilities are more inclined to continue to learn and improve their skills, a practice that is vital for maintaining employability in a changing environment. Thus, self-management is a crucial skill that is significant for the utilization of digital and entrepreneurial skills, hence future skills readiness.

Solesvik, M. Z. (19) (2013) focused on the entrepreneurial motivations and intentions among university students, with an emphasis on the importance of education in the entrepreneurial process. The results show that being exposed to an entrepreneurship education is positively related to the motivation, risk-taking, and opportunity-seeking behavior among the students. Moreover, the entrepreneurial skills play an important role in the development of the proactivity concept, as they enable the individual to take advantage of the opportunities arising in the uncertain environment. This is consistent with the wider perspective that entrepreneurial skills are important in the creation of innovation, flexibility, and sustainability in the future, thus creating the conditions for the students to cope with the future work scenario.

Vuorikari, R., Kluzer, S., & Punie, Y. (20) (2022) developed the DigComp 2.2 framework, which is a comprehensive model of the digital competencies that are necessary for individuals in the rapidly changing digital economy. The digital competence areas are identified as important, namely, information literacy, digital communication, content creation, safety, and problem-solving, and are considered essential in the context of employability and lifelong learning. The importance of the study is the recognition that digital competence is not fixed but is constantly changing, and individuals need to adapt to the changing technologies and the nature of work. This further supports the case that digital skills are an essential part of future skills readiness and need to be incorporated in the curriculum of higher education institutions to prepare the students for Industry 4.0 and beyond.

Hypothesis

Entrepreneurial skills have a significant influence on the future skills readiness of undergraduate students.
Digital skills have a significant influence on the future workforce preparedness of undergraduate students.
Self-management skills have a significant influence on enhancing the future skills readiness of undergraduate students.

Methodology

The researcher focused on the role of entrepreneurial skills, digital skills, and self-management skills that aid undergraduate students in being prepared for the future. Researchers employed simple random sampling for collecting data from 150 students of colleges belonging to the Mumbai Suburban region through a Google Form-based structured questionnaire. The researcher analyzed future readiness, by focussing on the three core skills related to future skill readiness i.e. entrepreneurial, digital, and self-management, on a 5-point scale of the Likert scale in the questionnaire. The process involved voluntary participation, along with informing the respondents on maintaining confidentiality.

Sample & Data collection procedure

The researcher shared the google form questionnaire directly with the undergraduate students located in Mumbai Suburban region via convenience sampling method after obtaining necessary permission from the respective college deans. The respondents were given clear instructions on the purpose of data collection, how to fill the form, and accordingly 150 responses were collected post voluntary participation of the sample respondents.

Tool/Instrument

The investigator developed a 25-point Likert-type scale designed to identify the readiness of the future skills, entrepreneurial skills, ICT skills, and self-management skills of the undergraduate students. The content

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validity of the questionnaire was taken care of by getting feedback from some experts, and adjustments were made accordingly before data was generated. The questionnaire used in the study contained various questions measuring confidence, adaptability, initiative, and creativity as well as computer literacy and responsibility.

Data Collection Procedure and Analysis

The formed questionnaire was then administered online using Google Forms. The online survey included students from different colleges across the city of Mumbai. A total of 150 responses were used for this study.

$H_0$1: Entrepreneurial skills do not have a significant influence on the future skills readiness of undergraduate students.
$H_1$1: Entrepreneurial skills have a significant influence on the future skills readiness of undergraduate students.

The calculated value of Karl Pearson's Correlation (r) is 0.58 and the p-value is 0.0000. This indicates that Entrepreneurial skills have a significant influence on the future skills readiness of undergraduate students. Hence, the null hypothesis is rejected. However, the value depicts that there is a moderate positive relationship between entrepreneurial skills and future skills readiness.

$H_0$2: Digital skills do not have a significant influence on the future workforce preparedness of undergraduate students.
$H_1$2: Digital skills have a significant influence on the future workforce preparedness of undergraduate students.

The calculated value of Karl Pearson's Correlation (r) is 0.64 and the p-value is 0.0000. This indicates that Digital skills have a significant influence on the future workforce preparedness of undergraduate students. Hence, the null hypothesis is rejected. However, the value depicts that there is a strong positive relationship between digital skills and future skills readiness.

$H_0$3: Self-management skills do not have a significant influence on enhancing the future skills readiness of undergraduate students.
$H_1$3: Self-management skills have a significant influence on enhancing the future skills readiness of undergraduate students.

The calculated value of Karl Pearson's Correlation (r) is 0.71 and the p-value is 0.0000. This indicates that Self-management skills have a significant influence on enhancing the future skills readiness of undergraduate students. Hence, the null hypothesis is rejected. However, the value depicts that there is a strong positive relationship between self-management skills and future skills readiness.

Summary of the Analysis:

Hypothesis	**Independent Variable**	**Dependent Variable**	**Pearson's r**	**p-value**	**Decision on H_0**	**Result**
H_2	Entrepreneurial Skills	Future Skills Readiness	0.58	0.000	Rejected	Significant
H_3	Digital Skills	Future Skills Readiness	0.64	0.000	Rejected	Significant
H_4	Self-Management Skills	Future Skills Readiness	0.71	0.000	Rejected	Significant

Statistical analyses confirm that entrepreneurial, digital, and self-management skills significantly and positively influence future skills readiness, with self-management skills emerging as the most powerful predictor.

The results obtained from the study indicate that entrepreneurial skills, digital skills, and self-management skills all have a statistically significant and positive impact on future skills readiness among undergraduate

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students, as evidenced by the rejection of all null hypotheses. Of all these skills, self-management skills have a stronger relationship with future skills readiness, followed by digital skills and entrepreneurial skills. This implies that while digital and entrepreneurial skills are important, self-management skills play a more critical role in ensuring that students are adequately prepared for future skills readiness. Therefore, future skills readiness can be seen as a multidimensional construct that is a result of a combination of behavioral, technical, and cognitive skills, and hence an integrated skill development approach is necessary in higher education institutions.

In addition, the strength of the relationships observed for all three variables points to the increasingly important nature of holistic skill development in light of rapidly changing labor market demands. The findings suggest that students who are able to concurrently cultivate entrepreneurialism, digitalism, and self-management skills are more likely to successfully adapt to change, thrive in an innovative environment, and continue to cultivate a successful career trajectory. This speaks to the need for higher education institutions to look beyond skill development and embrace a more integrated approach to learning, one that prepares students not only for immediate employment opportunities but also for ongoing adaptation in a dynamic and increasingly technological global economy.

Discussion

The correlation between and readiness for future skills was analyzed for undergraduate students from India.In this study, results have proven that entrepreneurship, digital, and self-management skills have an illustrative impact on readiness for the future and reinforce that readiness for the future and workforce preparedness have multiple dimensions in contemporary and rapidly changing technology and economic scenarios.

The results indicated a moderate and positive correlation between entrepreneurial skills and the readiness of future skills ($r = 0.58$, $p < 0.001$). This indicates the relevance of entrepreneurial skills in having a positive impact on the readiness level but acting more as a motivational arbiter. Consistency in research can be observed in the abovementioned research in stressing the role of entrepreneur education in the development of employable skills (Tatpuje et al., 2022; Malhotra et al., 2023). In the context of the Indian education sector, which is encouraged towards actionful entrepreneurial involvement, the result indicates the need for entrepreneurial skills to be combined in action with skills relevant to the execution process. The study also supports the model postulated by Kruger's Entrepreneurial Event Model in the year 2000, wherein the entrepreneurial skills enhance the perceived desirability for proactive career action.

Digital skills indicated a strong positive relation to future skills readiness, with $r = 0.64$ ($p < 0.001$), emphasizing their pivotal role in setting students up for technology-dominated work environments. This is expected due to the growing prevalence of digitalization across industries and further justifies the notion that digital competencies serve as a core employability skill rather than a niche ability. Theoretically, digital skills enhance one's perceived feasibility by means of demonstrating confidence in dealing with digital tools, virtual collaboration spaces, and evolving technological systems. This finding aligns with prior empirical evidence in which digital competency was found to be one of the crucial determinants of workforce readiness and career sustainability in Industry 4.0 settings.

Self-management skills emerged as the strongest predictor of future skills readiness, with $r = 0.71$ and $p < 0.001$, emphasizing the important role of self-regulatory and motivational competencies in shaping students' preparedness for uncertain and dynamic careers. This is in good accord with Self-Determination Theory (Deci & Ryan, 1985), which posits that autonomy, self-motivation, and self-regulation are central drivers of sustained performance, and also with McClelland's Achievement Motivation Theory, 1961, which posits a positive relation between achievement orientation and goal-directed behaviour. Self-management skills seem to enable the translation of skills and intentions into action, resonating with Krueger's concept of propensity to act. As found in previous studies (Naik et al., 2025; Siddique et al., 2022), the findings here suggest that in the absence of strong self-management skills, technical and entrepreneurial skills may not be fully manifested as effective future readiness.

All together, the findings support Human Capital Theory (Becker, 1964) by showing investments in transferable, cross-functional competencies therefore yield significant returns with regard to employability and career adaptability. Indeed, this study furthers extant literature by providing empirical evidence that future skills readiness is best explained through the combined influence of entrepreneurial orientation, digital competence, and self-regulatory capacity, rather than through isolated skill domains.

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Conclusion

Based on the proposed research objectives, this study concludes that entrepreneurial, digital, and self-management skills have a positive influence on the future skills readiness of undergraduate students, with self-management skills having the most influence. From the findings, future workforce readiness is contingent upon students' capacity to manage uncertainties rather than their ability to respond to technological or entrepreneurial capacities.

The study is significant to the employability and higher education literatures in that it offers evidence from an emerging economy and draws on a diversity of theoretical frameworks Krueger's Entrepreneurial Event Model, Human Capital Theory, Self-Determination Theory, and Achievement Motivation Theory to explain skill transformation and future readiness. The study seeks to shed further insight into future readiness through an analysis of the interaction of three significant skills.

From a policy and practice point of view, it appears that higher education institutions should adopt curricula with an integrated and skill-driven approach and should also focus on incorporating entrepreneurship thinking and self-development with digital expertise. From a learning point of view, experiential learning and project-based evaluation and digital certification and self-development mentoring could be effective.

Although the study has many valuable insights, its major shortcoming is the cross-sectional research design, geographical constraints, and the consideration of a small number of competencies. Future research can make use of longitudinal research, include other abilities such as communication and emotional intelligence, and explore the mediating or moderating effect of institutional support and involvement of the faculty.

Overall, the significance of the research points to the importance of a good balance between the development of an enterprise spirit, digital skills, and self-regulation competence in filling the skills gap of graduates and preparing undergraduates for sustainable participation in the future Labour Market.

Future Research Recommendations

1. The three core competencies under this paper can become the subject of a longitudinal study, which may help understand changes,development and sustained impact over a longer period.
2. Other relevant skills that could be included in order to present a more well-rounded perspective of the total skill-readiness level would be added.
3. The research may also be widened to include students from other institutions of higher learning, enabling a multidisciplinary approach.
4. There can be an investigation with a gender perspective on differences pertaining to skill development and effectiveness.
5. Comparative study can be done to assess the comparative efficacy of two or more key skills.
6. A comparative study could be conducted on a region-by-region basis to assess geography-related disparities in skill readiness and drivers.
7. Future studies may also involve the perspective of the teachers where it would add insight into teaching practices and perceptions regarding readiness.
8. Future research could include the viewpoints of employers, specifically HR representatives, to study the validity of the relevance of skills associated with entrepreneurship, digitization, and self-management to the enhancement of future readiness among undergraduate students.

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